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ABSTRACT

This guide provides a description of a mastery learning reading program based on a language approach to teaching reading. All suggested activities stress the use of skills to obtain meaning from reading as the main goal of instruction. Sections include a discussion of the elements of this mastery learning instructional program that notes the need to adjust time limits for individual progress; suggestions for the reading content of the program; suggestions for planning the program, including class diagnosis, classroom and school organization, and the involvement of parents; methods for assessing student progress; a discussion of roles and responsibilities in the program for principals, teachers, and support teachers; and ways to monitor and evaluate the mastery learning reading program. Appendixes include information on suggested reading skill sequences and information on research performed in classes using the program. (MKM)

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READING FOR MASTERY: AN INSTRUCTIONAL GUIDE

Savannah Miller Young

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PREFACE

For all the many, many reasons--most of which we know--we in education cannot continue to all but fulfill the promise. We must provide learning outcomes that make each student able to cope with the world in which we live.

Mastery Learning as an instructional practice offers us more than a chance...it offers us a winner. The writing of this Instructional Guide is an effort to share with you what I believe to be a direction for learning, not only in reading.

I owe special thanks to the Board of Education, St. Louis Public Schools for providing the summer 1978 financial grant which supported the writing and coordinating efforts for the compilation of these materials. I am extremely grateful to Robert Wentz, Superintendent of Schools, and Ronald Stodghill, Associate Superintendent, for their support of this project. In addition, I wish to thank Ernest Jones, Robert Bernthal, Ruth Schofield, Grace Parle, Joyce Price, Robert DeBlauw, Gary House, and all the teachers, administrators, and parents in the Cleveland-Southwest District for their support and help in the design and development of the Mastery Learning Reading Program.

By my internship in the Women and Minorities Training Program at CEMREL, Inc. I have been given the time, experiences and resources to complete this document. For this opportunity I am most grateful to the Women and Minorities Training Program and to its director, Sharon Koenigs.

I also am indebted to Harriet Doss Willis, Director of CEMREL's Urban Education Program, who supported this project from the very beginning and through her program has provided me with assistance.

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Savannah Miller Young

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to reading instruction.

The data from the study are summarized in Tables 1, 2, and 3.

Table 1. Number and Percent of Students by Reading Placement (September, 1973)

	Reading Program Placement	
	Systems*	OH (Open Highways)*
Primary 1 - Enrollment: 1024	816 -- 80%	208 -- 20%
Primary 2 - Enrollment: 853	461 -- 54%	392 -- 46%
Primary 3 - Enrollment: 970	517 -- 53%	453 -- 47%

CONCLUSION: The number of pupils being placed in Open Highways (OH) increases with the length of time instructed in reading.

Table 2. Primary 2 Pupil Placement in OH by Movement Patterns Total, 392 (164 identifiable) (February, 1974)

Group	N	Movement	40H Score Average
1	56	2S - OH	76
2	41	2S - 3S - OH	82
3	67	2S - 3S - 4S - OH	84

*Criterion - 80

CONCLUSION: The longer a pupil remained in Systems*, the higher the level of achievement in OH.

Table 3. Comparison of ITBS Test Scores of Primary 3 Pupils With Reading Program Movement Through Primary (June, 1974)

Group	N	Movement	ITBS Average
1	103	2S - OH	2.96
2	104	2S - 3S - 4S - OH	3.38
3	255	2S - 12S	4.65

*The Standard Reading Programs (See Appendix I)

INTRODUCTION

The discussion presented here outlines the components of a reading instructional practice conducted in the Cleveland-Southwest District, St. Louis Public Schools.

Mastery Learning is an instructional practice predicated on the belief that the difference between below-average, average, and above-average achievement is time. That is, given adequate time and reinforcement to learn the skills, most, if not all children can be successful.

Mastery Learning stresses a language (analytic) approach to reading, as opposed to an isolated skills (synthetic) approach to learning to read. As a result of using language as the basis for teaching reading, the skills can be related to the reading process and to the hierarchical development of skills. Learning to read can be paced.

Mastery Learning is designed to help teachers enhance student reading achievement. It incorporates the following four elements of instructional theory into a model for a reading management system:

1. Defining reading process
2. Rethinking reading skills
3. Placing students in reading materials suitable for their level of achievement
4. Adjusting the time limits by pacing students through materials suitable for their level of achievement

Findings - Investigative Study (1974)

The findings of an investigative study completed in June, 1974, relative to the reading progress of approximately 2,800 students in Primary 1, 2, and 3 in the Cleveland-Southwest District schools created the basis for planning and implementing a "different" approach

CONCLUSION: The longer a pupil remained in Systems*, the higher the level of achievement as measured by the ITBS Test.

Based on these findings, a different practice of placement and movement was tried in approximately 15 classrooms (September, 1974). The response of the teachers in these classrooms was overwhelmingly positive, and as a result, a proposal was written to pilot the program in schools where faculties would volunteer to participate.

Ten school faculties volunteered to participate in the pilot program. The success they experienced was noticed by the other schools in the district and by September, 1977 all 21 of the district schools had Mastery Learning Reading Programs in their primary units.

Since then, many workshops and other presentations have been made throughout the school system. However, this manual is an attempt to spread the word about Mastery Learning and to apply it specifically to the teaching of reading.

Part I. THE ELEMENTS OF MASTERY LEARNING INSTRUCTIONAL THEORY

Two Approaches to Teaching Reading

There are generally two approaches to teaching reading. The first type is the analytical, which tends to stress methods and techniques and initiates reading instruction by guiding the learner in recognizing individual letters of the alphabet and associating them with the basic speech sounds for which the letters stand. Gradually, combinations of letters are introduced, and the letters are blended into two- or three-letter words used most frequently. This type of reading instruction stresses decoding initially, and gives scant attention to comprehending what is read.

The second type of reading program is the synthetical, which initiates reading instruction by guiding the learner in gaining meaning from the written passage. The learner learns the sounds and symbols as they relate to gaining the meaning from a written passage. This type of reading instruction stresses getting the meaning from the initial presentation and tends to delay the analysis of the written code. Mastery Learning uses this synthetical approach.

The belief that synthetical reading programs have an advantage over analytical reading approaches is related to the learners, their backgrounds, and past experiences.

It appears that with more children labeled disadvantaged, and with fewer two-parent families and increased television viewing, it is becoming more and more difficult to instruct a population of children in reading who, because of the interaction of these social changes, may

have fewer of the prerequisites that would allow an analytical program to work to their advantage. Some of these prerequisites are:

verbal facility

extensive background of experiences

well-developed vocabulary

well-developed perceptual skills (auditory)

extensive background as to the concept of the reading process

The times, technology, the economy, and television, have, in fact, worked against our pupil population in ways that could make it necessary to teach the prerequisites prior to teaching reading, and as a result, either delay reading comprehension to a later date or permit many pupils to become ineffective readers.

The synthetical approach to reading does not depend so heavily on prerequisites, but instead begins with the concept of reading, (the meaning) and moves from the whole to an incidental analysis of the parts, like blends and letter sound

The synthetical approach provides for learning verbal facility, enriches experiences through the comprehension of new ideas, stresses the concept of the reading process, and does not lean heavily on auditory perceptual development. Context clues and relationship skills are stressed as the means of learning word recognition.

This type of instruction may appear to move more slowly for some children, but the gains that are made outweigh the time spent.

Defining the Reading Process

How teachers define the process of reading often determines how they will conduct reading instruction. Reading and language are parallel processes. Those who take this perspective assume a more direct route exists from perception to meaning and propose instruction that stresses comprehension rather than decoding.

Reading is:

Meaning...Meaning...Meaning...

Getting the meaning through:

1. Moving from the whole of meaning to the elements that make it up.

2. Expanding the experiential base of the learner as a result of using manipulatives.

Mastery Learning believes reading is the total act; it is not done piece by piece, sound by sound, letter by letter, or word by word. In Mastery Learning, a child learns to read by reading and becomes a better reader by reading. Reading occurs when the child can make sense of:

-semantics or concepts

-syntax or arrangement

-symbols or letters--words

But the smallest unit of complete meaning is a sentence, and the teaching of reading begins with a sentence. Teach concepts by putting concepts in sentences. Teach words by putting words in sentences, letters in words, sounds in letters.

Begin with the sentence.

Rethinking Reading Skills

Throughout the student's career reading instruction will continually emphasize and broaden the student's proficiency in processing information.

The student's proficiency in reading from the very beginning and on is closely related to his or her ability to conceptualize symbols and relationships and to use language and language syntax.

Later on in reading instruction these skills are enhanced and reinforced to provide the basis for instruction in the reading comprehension skills; word recognition skills; and letter/sound relationship skills. All of these skills form the base and core of reading instruction and function together as the learner becomes a proficient reader. The sequence of skill development is as follows:

Experiential Concept Development. The learner identifies concepts to match signs, structures, pictures, and words.

Cognitive Concept Development. The learner identifies the meaning of relationships.

Part/whole relationship. The learner identifies the relationship of one object or event to another as general or specific. (Knowledge of this relationship enables the learner to comprehend the skills of main idea, details, organization of ideas, and classification of information.)

Size relationship. The learner identifies the relative quantity of an object to another object and is able to place the objects along

a size continuum. (Knowledge of this relationship enables the learner to comprehend the skills of making comparison, classifying, and organizing information.)

Sequence relationship. The learner identifies the time and/or place association of objects and/or events and places them in order from first to last.

Time relationship. The learner identifies the temporal or time concepts and is able to interpret them to gain meaningful information from the written passage.

Cause-effect relationship. The learner identifies the reasons and results associated with objects or events and is able to use that knowledge to gain additional implied information. (Knowledge of this relationship enables the learner to comprehend the reading skills of making predictions and drawing inferences and conclusions.)

Place relationship. The learner identifies the position of an object and/or an event and its relationship to other objects or events.

Analogous relationships. The learner identifies the relationship between objects and/or events as being similar or parallel, and as a result, expands the meaning gained from this relationship to different situations to gain additional meaning. (Knowledge of this relationship enables the learner to comprehend the skills of personification, organizing by function, and drawing inferences and conclusions.)

Language Development. The learner is able to use language and understands that the series of marks on the printed page are a written form of language.

Syntactic Development. The learner identifies and predicts structure, and he or she uses pattern markers, language cues, function words, and inflectional endings to get meaning from written language.

Reading Comprehension Development. The learner gives meaning to the printed passage.

Main idea. The learner identifies the overall theme of the reading passage. In doing this the student distinguishes whole/part relationships.

Sequence. The learner arranges events of a reading passage in the order of happening as a result of using the cognitive skill sequence relationship.

Detail. The learner identifies supportive information to make the reading passage more meaningful. In doing this the student distinguishes whole/part relationships.

Inferring. The learner puts together information from the reading passage to form new information as a result of using the cognitive skill cause-effect relationship.

Story problem. The learner identifies the conflict or scenario in the reading passage.

Purpose. The learner identifies what the author intended for

the reader. In doing this the student distinguishes whole/part relationships.

Figurative style. The learner identifies the difference in the style of descriptions in the reading passage.

Organization of ideas. The learner places together like and different concepts presented in the reading passage as a result of distinguishing the cognitive relationship skills.

Story/characters. The learner can place the events and actors in perspective (circus/clowns, school/children). In so doing the student uses place relationship

Characters. The learner recognizes that characters are actors giving meaning and support to the writer's passage.

Word Recognition Skills. The learner names individual words.

Recognizing words. The learner recognizes and gives meaning to sight words without necessarily using word attack skills (the Dolch Word List included).

Context clues. The learner discovers meanings of words by seeing them in relationship to the total (sentence, phrase, paragraph).

Letter/Sound Relationship. The learner identifies and names letters.

Vowel letter sounds. The learner distinguishes between the sounds vowels make (single vowel: bat, bet, but, bit, cat; double vowel: bait,

beet, bye, boat; vowel consonant/e: bake, mete, mite, sole, mule).

Vowel digraphs. The learner hears and identifies the one sound that two vowels make (haul, claw.

Vowel diphthong. The learner hears and identifies words in which two vowels produce one vowel-blended sound, (boy, oil, low).

Letter sounds, consonant. The learner hears and distinguishes the consonant letter sounds /p/ut, /b/og, /h/at.

Consonant digraphs. The learner hears the one sound that two consonants make -- /ch/urch, sh/ould, /th/e, /wh/at.

Consonant blends. The learner hears the blended sound that two consonants make -- /bl/eak, /br/ush, /pl/ane.

Letter names. The learner identifies letter symbols (upper and lower case) and calls them by name (father, sister, girl, dog). (See Appendix I for sequential lists of Comprehension Development Skills Primary 1 to Grade 6 from Scott Foresman, Systems Levels 2-21.)

Placing Students in Suitable Reading Materials

Students cannot learn to read better what they cannot read.

Students cannot learn to read using words they cannot recognize. They cannot become proficient readers if they never experience success and as a result are not motivated.

If reading instruction is to progress successfully for each student, then each student must be placed in materials that are matched to the

student's level of reading skill attainment; that is, written with words that the students can call.

The placement of students in suitable reading materials is an element of the Mastery Learning Reading Program that emphasizes the students' involvement in the reading act. This element of the program de-emphasizes the decoding activities that are usually the major portion of a handicapped reader's reading instruction.

In the Mastery Learning Reading Program students are placed in materials written in words they can call. The level of reading materials is determined by permitting the student to call the words through a series of materials and then making the match when the student can call the words with ease.

Adjusting Time Limits by Pacing Students

The opportunity for individuals to learn a skill, to perform a task, or to internalize a concept at a rate uniquely their own is related to the belief that each individual is very special with perceptual and conceptual abilities quite unlike another's--a belief supported by the learning theorists (Piaget, Bloom, Bruner, Gagne, Hunt, et al.).

John Carroll, in A Model of School Learning, concludes that "schools now provide successful learning experiences for about one-third of the students." This small degree of success is the result of providing instruction to groups of pupils and using the same time criterion for all. This time criterion is usually designated by book, semester, grade, level, etc. This type of instructional pacing produces the same population, by proportion, as existed prior

to the instruction.

Learning time for a given skill is often a complex function of a number of basic aptitudes--verbal ability, memory ability, spatial ability, background information, and experiences, as well as motivation and interest. When one takes into account all of these variables of aptitude, learning then becomes dependent upon the opportunity to learn and the quality of instruction.

A number of research studies suggest that the bottom 5% of the students will take about five times as long as the top 5% of students. The time that a given student will take may be thought of as a time line.

Start_____Attainment

time time time

The line for the faster student will, of course, be shorter while it may be very long for the slower student.

When the skill is very difficult, or when it depends upon very special aptitudes, there may be quite a number of students who will never "make it." But for most of the skills in the regular school curriculum, one can expect that every student can reach criterion if given enough time.

The unique feature of the Mastery Learning Program is PACING. It provides that each child be given ample time to master one segment of skills prior to moving to a higher and more difficult skill segment. This practice offsets the possibility that a large number of students will be placed at grade levels to learn from materials that are far above their levels of skill attainment.

This practice, too, is founded on two educational principles

that support the adage, "Teach the child where he is":

1. Reading is a total act, and learning to read depends on language experience not necessarily attained by each and every child prior to reaching age six. Therefore, the ability of each and every child to master the beginning reading skills at the same time is not a reasonable expectancy.

2. Individual differences among children do exist with regard to:
   a. amount of effort put forth
   b. degree of motivation
   c. interest
   d. parents/home involvement
   e. quality of participation in the schooling process (attendance, cooperation)

Therefore, if students are to attain any degree of mastery in reading, sufficient time and appropriate types of help must be provided each student before moving them to higher and more difficult segments of skills.

Predicating instructional programming on the basis of chronological age or number of years in school increases the chances of academic failure and the occurrences of disruptive and aggressive behavior and absenteeism.

With this in mind, movement of students through the reading materials should be based on skill mastery, individual characteristics, and chronological age, manipulated in such a way as to provide maximum skill mastery in each segment of skill learning.

PART II: READING CONTENT OF THE MASTERY READING PROGRAM

Beginning Reading (First Books)

The reading skills emphasized during the first weeks are generally related to learning the reading process, grasping content, learning word recognition, word attack skills, and gaining a sight vocabulary. After mastering this sequence, these reading skills are brought together and students are instructed to try their hand with the BIG R (reading).

Some Considerations For Beginning Phonics Skills Teaching:

1. Before working with such technical aspects of reading as sounding letters, children should develop an interest in reading and a desire to read.

2. Children should acquire the attitude of reading for meaning in sentences, phrases, and wholes before having their attention directed to the analysis of words into sound elements.

3. Children should have practice in visual and auditory perception, as these skills are fundamental to the use of phonics.

4. Children should first acquire a reading vocabulary of word wholes sufficient in size to represent the letter sounds that are later to be taught, so that they may generalize from known words to those sounds needed in unlocking new words. For example, if we are to teach the sound of the consonant f, the child should previously have had experience in recognizing a few words beginning with f, such as fox, fat, for.

5. It is important to make a start in the type of reading that is conducive to the establishment of good eye movement before having the children concentrate on the units within words.[1]

---

[1]Nila Banton Smith, Reading Instruction for Today's Children, Prentice Hall, Inc.: Englewood Cliffs, New Jersey, 1963.

Word Recognition

Phonics. The reading process defined earlier stresses the sentence as the basis for reading instruction; however, for many teachers who feel that unless students learn the sounds they will be unable to read, there is need for additional discussion as to how the sentence, neither sounds nor words, serves as a basis for reading instruction. The idea here is that sentences, words, and sounds are to be placed in the proper relation that each has to meaning.

A WORD-RECOGNITION EXERCISE: "The boy is in the boat"

The Sentence

This exercise is designed to begin the teaching of the b sound, one of the beginning lessons in primary 1. As noted, a sentence is the smallest unit of meaning in reading instruction and should be the basis from which all instruction starts. In this case, the sentence "The boy is in the boat," is placed on the chalkboard and read aloud by the teacher. The students should be asked to "read" the sentence along with the teacher. This is done two to four times with the teacher pointing to each word as it is spoken.

This activity is conducted in this manner for several reasons:

1. Students need to internalize the reading process from the beginning. They need to know that those words say something and that the words have meaning.

2. Students need to get lots of practice in moving from left to right in the reading activity.

3. Students need to begin to learn the sight words in context.

After the students have "read" the sentence, the teacher constructs four or five more sentences following the same format:

The bear is in the boat.
The bird is in the boat.
The ball is in the boat.

The book is in the boat.
The bell is in the boat.

These sentences are read in the same way, with the class reciting and some students being called up to "read" individually.

The Word

Then the teacher calls attention to the words that have a common letter. "Let's see how many of these words can be found on the chalkboard."

"Let's list them." (Pictures or drawings should accompany the words if possible.)

boy
boat
bird
ball
bell

"Let's read these words--boy, boat, bird, ball, and bell." The teacher does this emphasizing the b with the lips. The list of words is read over and over again with the teacher stressing the beginning sound /b/.

The Sound

The teacher then writes on the chalkboard next to the list the letter b in lower case and in upper case (letters b and B). The students, with the teacher, repeat the words in the list, stressing the /b/ sound.

The discussion moves to include other words in which the sound of /b/ can be heard. The teacher can ask, "How many words do you know that you think begin with the sound /b/?" The students call words out and whether they begin with the /b/ sound or not the words are written on the chalkboard. The words are discussed and students find out about the words they gave.

To give the students practice in recognizing the sound of /b/ the teacher can play a game. Clap once if you hear a beginning sound of /b/. Sit still if you don't. The teacher then calls off the words listed on the chalkboard while throwing in some others that do and don't begin with the sound of /b/.

Back to the Sentence

The students are than asked to write five new sentences using the b words.

The baby is in the boat.
The bat is in the boat.
The brown bird is in the basket.
The beaver is in the boat.
The ball is in the basket.

Context Clues. Some teachers insist that a student say every word correctly while reading aloud and, as a result, force the student to sound out words. When the student is unable to do so, teachers then tell the student, or have another student tell, the word. Those agonizing moments may be the experiences that turn many a student off to reading--not to mention the lost thought and the pure frustration from being interrupted.

Sight Words. As noted earlier, reading is for meaning, and reading skills should not be taught in isolation, but rather, geared to the total process of reading.

Let students skip the word. Just say, "Keep reading." Invariably, the student will recognize the word when the sense of the word makes the reading have more meaning; if he or she doesn't, sounding out wouldn't have helped reading anyway. The word is not a part of the student's storehouse of knowledge.

Say to the student, "What does that word HAVE to say to make the sentence make sense?"

Example: The boys went out to play.
The student said, "w/ wh/ la/ and when." I said, "Keep reading."

The student said every word in the sentence except went. Then I said, "Tell what that word must say to make the sentence make sense." The student nonchalantly said "WENT!" I smiled and said, "Yes...See, you knew!"

The context-clue technique for word recognition is used by the mature reader. No phonics analysis is necessary. The context clue comes so quickly and automatically that it never occurs to the mature reader that he or she is pronouncing a new word symbol. Students need to be given specific instruction in this technique so that they may be proficient in using it in the early grades and, as a result, become mature readers sooner.

When reading, students should always be encouraged to READ ON, never stopping to decipher a word. Say to them, "When you are reading and you come to a word you do not recognize, skip it; the rest of the words in the sentence will help you recognize the unfamiliar word."

If, after completing the sentence or passage, the student still does not recognize the unfamiliar word, other word-attack skills should be used to decipher the word, keeping in mind the meaning that has already been gained from reading words in the passage that were recognized. This cannot be said enough, since reading for many students often is one flash card, letter, or sound after another, with seldom, if ever, much reading for meaning until the middle grades. Then it is discovered that the child can't read. Could it not be that students who have not learned to read after years in school have not been

taught reading, but rather discrimination or matching letters and sounds?

The sight words, like every other skill discussed in the Mastery Learning Reading Program, are taught in order to help students learn to read for meaning and not for the purpose of enabling them to call words off in isolation. With this in mind, the sight words to be learned by each student should be those at his or her level of reading. Don't pass out Mr. Dolch's list, but instead, identify those in the students' reading materials. (Appendix V contains sight words by level in Scott, Foresman's Reading Systems and contains 96 irregular sight words.)

SUGGESTIONS FOR TEACHING SIGHT WORDS

1. Write sentences using at least three sight words. Discuss the meaning of the sentences. Underline the sight words. Ask each child to write one sentence using each sight word. Let the children read their sentences. The children should record their sentences in their Reading Skillbook. (The Reading Skillbook is the book each child makes for keeping new words.)

Example:

The big yellow house is in the forest.

(NOTE: When students [first grade and on] are instructed to write sentences or stories, they should be expected to follow all rules of grammar and punctuation, as well as to spell words correctly and indent properly. Pupils should also be held responsible for neat and correct lettering in handwriting.)

2. The students might make a word concept card. On this card, the student prints the word, illustrates its meaning, and prints a sentence using the word. These cards may be used later in games and in discussions with other students and with the teacher. The entire effort is toward providing enough opportunities for students to become familiar with more words.

Oral Reading

Since the processes of oral reading are somewhat different from those used to read for total comprehension, the emphasis during reading instruction should not be placed on oral reading. Many teachers consider oral round-robin, reading in the reading group, and answering questions the reading lesson. Needless to say, this kind of activity appears only to improve the students who can already read.

Oral reading is important. It is important for diagnosing, finding out what miscues students make, and how they go about gaining meaning. These activities take place during intervals of the reading instruction--but not daily.

Meaning

Comprehending the written passage, or reading comprehension, is a skill required not only when a student enters grade 4, or the upper grades, or high school. If students do not comprehend the written passages they are presented in primary 1, 2, or 3, they will not comprehend written passages in grade 4, 5, 6, and on.

Learning to read is to learn to read for meaning and this kind of learning begins the first day of reading instruction. Students become better able to read for meaning as they are presented with longer and more complex passages following successful encounters with each new try. Their chances of having successful encounters are related to how well they have been taught:

language concepts skills
cognitive concepts skills

experiential concepts skills
word recognition skills.

Teaching reading comprehension is the teaching of reading and, as a result, reading instruction begins with reading comprehension and ends with reading comprehension. The skills are taught to support the act of reading.

PART III. PLANNING THE MASTERY LEARNING PROGRAM

Selection of Reading and Reading Assessment Materials

Basal Materials

The basal reading materials are an important part of the mastery learning program. Those that fit into the program best emphasize reading comprehension by a set of sequential units ranging into the middle grades, at least. All basal reading materials should have the following characteristics:

Sequence. The materials should be divided into sequential units that permit more flexibility in the placement of students and give the teachers many chances for the evaluation of student progress and students more opportunities to have success.

The Elimination of Grade Designation. The materials should not be designated by grade. Rather, the reading skills presented in the materials should represent the developmental skill progression involved in learning to read.

Emphasis on Language Approach. The materials should emphasize the language approach to learning to read as the basis for reading comprehension. This means that letters and letter sound relationship skills are introduced and taught as a means of reading comprehension rather than taught and drilled for isolated mastery.

Independent Component Parts. The component parts of the reading materials (student's reader, skill books, teacher's books, masters, notebooks, etc.) should be independent and so be useful as student's

progress dictates. That is, the skill book should, if at all possible, not be a workbook for the student reader, but instead, should teach skills that are applied through reading.

Supplementary Materials

There should be included a set of supplementary materials that support the scope and sequence of the basal materials. These supplementary materials are needed for reinforcement, enrichment, and reteaching activities that are basic to Mastery Learning.

Alternative Materials

Linguistic Approach Available. Linguistic materials should be available to students who have unusual difficulty learning a basic reading vocabulary by using a language-approach program.

Assessment Materials

Criterion (End of Material) Test. There should also be available criterion tests designed to test the application of the instruction at the end of each sequence or unit.

Even materials with these characteristics, however, cannot be expected by themselves to provide students with all the instruction they need to attain a skill. Teaching begins before the materials are used. It begins with the teacher who asks, What is the skill to be taught? The teacher identifies the skill and determines the activities in or out of the book that will teach it.

Placement: Use the Diagnostic Process to Place Students in Reading Materials.

Because students cannot learn to read using materials that are written above their level of achievement, the placement of students in the materials most suitable for them is the key to their success in learning to read.

With this in mind, seek out the most appropriate level for each student after studying the past achievement and conducting diagnostic activities.

A. Placement of Primary Students in a Mastery Learning Reading Program

1. Analyze the student's records to find out in what materials the student has previously been placed, what the level of achievement was, and what statements were made relative to the progress.

2. Conduct an informal reading testing activity; administer a materials-related test, sometimes called an end-of-level test.

   If students are presently placed in a "second stream" (or "second strand" or "Phase II") reader, which is where those students who have experienced difficulty in the "first stream" (or "first strand" or "Phase I") are usually placed, try to find the best placement for them in the "first" set of materials.

For instance, where Scott, Foresman Reading Systems and Scott, Foresman Open Highways were the first and second strands respectively, students were placed from Systems to Open Highways using the following guidelines:

OH	to	Systems*
1 OH		2 S
2 OH		2 S
3 OH		2 S
4 OH		3 S
5 OH		4 S
6 OH		5 S
7 OH		6 S

If the students already read in the "first strand" (or "first stream," etc.) they should be moved to the next level, segment, unit or sequence of the "first strand."

B. Placement of Middle and Upper Grade Students in a Mastery Learning Reading Program

Students reading in the "second strand" should be moved to the level of the "first strand" or "stream" that corresponds with the students' previous level of reading achievement (not including the vocabulary achievement). However, norm-referenced standardized test scores should be used cautiously because the information provided for a sixth grader scoring 2.5 on a reading achievement test is misleading, and, as a result, the teacher should conduct some other diagnostic activities with the student to identify proper placement.

1. Have the student "read" (call the words) aloud, using the materials in the Mastery Learning Program and moving backwards through the sequences until the student is able to "read" (call the words) fluently.

2. Administer a test using materials at the level where the student is able to "read." The results of this diagnostic activity will identify specific difficulty with the processing of information.

3. The placement decision should also include other assessments. The Middle and Upper Grade Reading Assessment Guidelines can be used to identify data

that could be included on the Student Reading Placement Form.

The Student Reading Placement Form should be completed for each student. Once all the placement data is collected a student should be placed in reading materials that are specifically suited for him or her and where the student can experience success while learning to read.

If a student is unsuccessful using the material in which he or she is placed, then the placement is incorrect. Students cannot learn to read better what they cannot read at all.

STUDENT READING PLACEMENT FORM

Name_____ School_____

Grade/Level_____ Present Reading Level_____

Age_____ Standardized Test Scores_____

Attendance: Good_____ Fair_____ Poor_____

Attitude (given): Good_____ Fair_____ Poor_____

Level on Criterion Score Results:

Superior_____ Average_____ Below Average_____

Mathematics Achievement:

Good_____ Fair_____ Poor_____

New Reading Level_____

Comments:_____

4 x 6 Index Card

MIDDLE AND UPPER GRADE
READING PLACEMENT ASSESSMENT GUIDELINES

Please make a card for each student

Give the age in years and months as of the coming September.

Grades 4, 5, and 6 only. Record the Reading Comprehension (only) score from the previous year.

Primary 3, Grades 4, 5, and 6. Record the Reading Comprehension score for the current year.

Attendance - Make a judgment as to the attendance of each child. (Good, Fair, Poor)

Attitute - Make a judgment as to the attitude of each child. (Good, Fair, Poor)

Levels Test Scores - Primary children only. Record the level and level test score for the last three levels completed.

Math - Make a judgment as to the achievement of each child in math. (Good, Fair, Poor)

New Level. Record the new reading level to which the child will move.

New Grade. Record the grade in which the child will be placed in September.

Comments. Make any enlightening statement that will aid in pupil reading level placement.

Classroom and School Organization

Primary Grades. In the Mastery Learning Reading Program, primary students are better accommodated in the traditional organizational pattern, with one teacher teaching the classroom reading.

This organizational pattern works best in the primary grades because during the early years, reading comprehension skills have the priority, while science, music, social studies, and art support the reading activity; they are not taught in isolation.

In fact, during primary years--at least through the first six to eight books (levels or units)--all learning should be developed out of the reading program, and the content areas should serve as the means to apply, practice, and reinforce reading. For example, students should not be accountable for learning to spell words in isolation from their reading program when they are having difficulty spelling the ones in the reading materials. The spelling book then becomes a resource for spelling rules. Remember, though, that students in their second year in school will not necessarily be in the second year readers. So why burden them with attempting to read second grade spelling, language, and science books? Instead, use the content materials in the Mastery Learning Program as resource, guideline, and reference materials. Here is an example of integrating reading and other content-area subjects: "The Big Enormous Turnip,"[2] a story, could be the stimulus to conduct activities in science, such as growing plants from roots (turnips, beets, carrots, etc.) and learning about how things grow (planting seeds, roots, leaves, stems, etc.). Activities in social

[2]From Level 3 Pupil's Book, Reading Systems, Scott, Foresman.

studies like learning where turnips grow and how turnips are used can be devised. As for the language arts areas, every story needs to be written about, all unfamiliar words need to be spelled and defined, and pupils should be given an opportunity to discuss the story and its outcome. Children can, too, write poetry and songs, make up games, and draw pictures, all as a result of a story read from the basal. As can be seen, all of this is easiest to manage in the self-contained classroom.

Middle and Upper Grades. When the Mastery Learning Reading Program is first introduced into a school, students in the middle and upper grades will range in reading placement from beginning levels or units to advanced ones (6th and 7th graders needing reading materials usually designated for 2nd and 3rd grade readers to 6th to 8th grade students reading at or above their grade placement).

The advantages of a Mastery Learning Reading Program include enhancing the self-image of students as a result of their success in learning to read; and reducing the burden of teachers relative to reading by organizing the schools in more flexible patterns and so permitting teachers to become more efficient in the manipulation of reading materials.

The Mastery Learning Reading Program in the middle and upper grades can be generally realized in a departmental reading organization plan. This organizational plan begins by first permitting each teacher to select or negotiate the student level they will teach (low, middle, and high achievers). The students are then assigned their reading placement. It can work out that no teacher has more

than three groups of students represented in the 25 to 30 who come to him or her daily for reading. Even with three groups, and each in a different level or unit in the same sequential materials, there will be plenty of opportunity for teaching to the whole class, along with teaching that is uniquely tailored to fit each student in the group.

The time allotment for departmental reading in the middle and upper grades should not be less than an hour, and if possible, it should run an hour and a half. This amount of time will be needed because the reading in the Mastery Learning Program includes oral and written language, and the teacher will need to have supervised reading with each level in the group for at least two hours a week. The time students are not involved in supervised reading is planned for independent reading, skill building exercises, and work in small groups with other students on reading projects.

Grouping. There is much information available as to how to group students for the most effective instruction. Here are some general suggestions:

A. The fewer the groups the better. Children tend to profit more in large group instruction with ample opportunities for individual help.

B. Groups work better when the learning rate and style of the group members are similar.

C. All group work should be followed by individual work so that each student may internalize the concepts presented to the group.

D. Group placement should be flexible so that children can move in relation to concepts learned. This means children

should be regrouped as concepts are learned.

E. Children should be permitted to work with more than one group, if such placement could be beneficial. It is possible for a child to be in two reading groups (the group working below the placement group). This type of arrangement serves to provide review for pupils and reinforces previously learned skills.

Most teachers will have two or three groups of students in reading. These groups operate under the guidance of the selected Mastery Learning reading materials. This means the philosophy, skills, scope, sequence, and objectives of the reading materials serve as points of departure. This does not in any way preclude using other materials. (It is nearly impossible to teach a skill to all children using only the presentation in the basal.)

The Reading Group Activities

The Reading Group activities should be skill-oriented, and the teacher should attempt to carry out these activities:

A. Teach the reading skill.

B. Conduct activities that apply the reading skill.

C. Reinforce the skill teaching.

D. Conduct second activity that applies the reading skill.

E. Coordinate the reading skill with a content area--science, math, social studies, etc.

Teach the skill prior to using the materials to apply a skill. (The materials are usually limited to one or two pages per skill taught.) Many teachers complain because of the few pages in the materials that address a skill that will be tested at the end of the unit, level, or sequence.

Therefore, teaching begins before the materials are used. Teaching begins with the teacher. Ask what is the skill? Identify the skill and design teacher-made activities that will teach the skill.

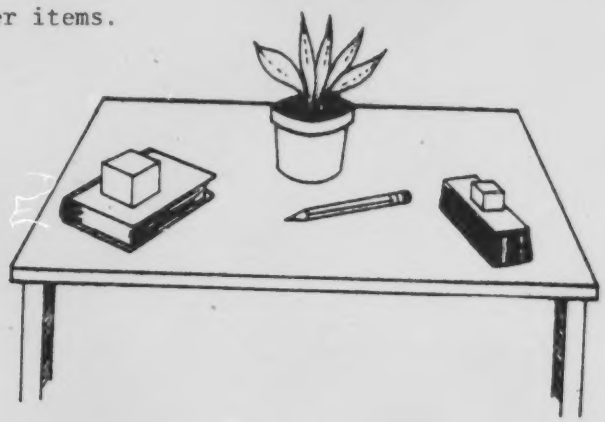
For instance, if the reading skill to be learned is recognizing place relationships it will be necessary, prior to applying this skill in the reading materials, to provide the students with instruction that helps them to conceptualize the skill they are about to be asked to apply.

Students need to know what it is that they are supposed to know and use, prior to being told to use it.

Example #1. A. Teach the reading skill: recognizing place relationships. Place relationships include organizing information from positions (next to, on, under, beside) and using maps and globes.

B. Conduct activities that apply the reading skill. Place on a table several objects: a book, a pencil, a plant, and an eraser. Place a block on top of the book and another block on top of the eraser.

Now discuss with the students the place (position) of each of the items relative to each of the other items.



C. Reinforce the skill teaching. On the chalkboard draw a chart:

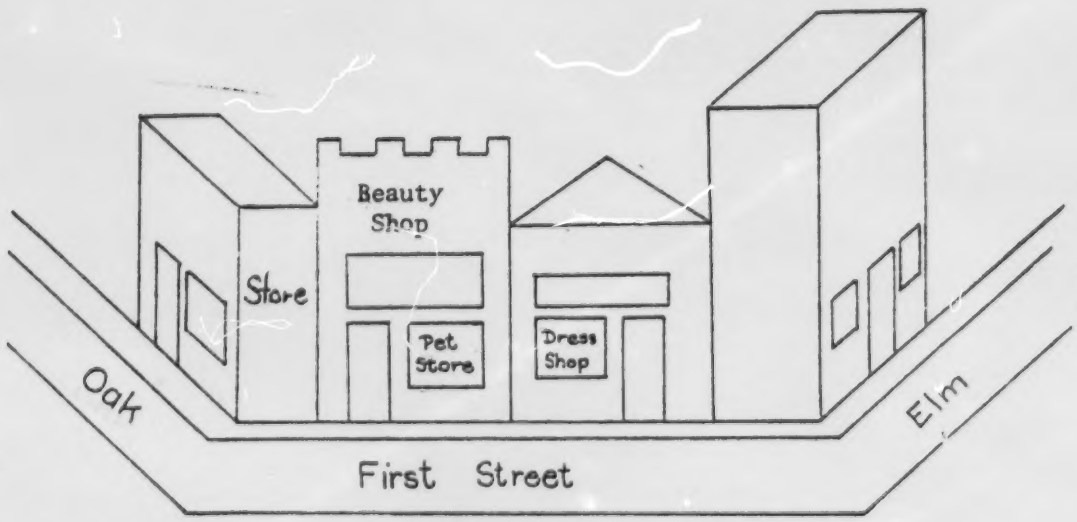
On	Next to	Under

With the students, list the objects in the correct column on the chart.

D. Conduct a second activity that applies the reading skill. Draw on the chalkboard or place on a duplicate master a diagram of a street scene.

With the students, identify the relative positions of the buildings:

What is next to the store?
What is under the beauty shop?
What is beside the pet store?
What is beside the beauty shop?



E. Coordinate the reading skill with a content area--science, math, social studies, etc.

Example 2. A. Teach the reading skill: recognizing cause-effect relationship. Cause-effect relationships are signaled by such words as since, because, as a result, therefore, for this reason, thus. Cause-effect links reasons with results.

The cause-effect relationship as a reading skill enables the reader to gain implied meaning. But how does one go about getting meaning from the cause-effect relationship? What process is used by the reader to think in terms of that relationship?

B. Conduct activities that apply the reading skill. Blow up a balloon. Turn it loose so the air can spurt out making a funny noise. Cause-effect. What caused the noise? What is the effect? Discuss. Have the students to complete this sentence with three different endings.

Because the balloon made a noise I _____

1) _____

2) _____

3) _____

C. Reinforce the skill teaching. Write the two sets of sentences on the chalkboard and ask the students to match them. Discuss the cause-effect relationship.

We have had no sunlight for four days.	We had a school olympics.
The rain flooded our basement.	Our house plant looked sick.
The girls and boys received medals.	The tile on the floor is warped.
We are studying animals in science.	The class is going to the zoo.

D. Conduct a second activity that applies the reading skill. Give the

students a chance to make up their own activities of cause-effect relationship and discuss them as a group.

E. Coordinate the reading skill with a content area--science, math, social studies, etc.

This type of teaching reduces the level of skill difficulty, provides for successful use of the materials and insures that each student will be better prepared to work with the materials designed to teach the specific skill objective. In other words, the students have now been provided with some prerequisite knowledge, and they now know about what they are to learn. This increases the effectiveness of the materials, and enhances each student's chances for continued learning.

Reading in the Basal Reader. Students should also practice reading the same material over and over again until they become fairly fluent at reading it. Some teachers and even their supervisors have a notion that students don't like to read the same materials twice and caution not to let students even have their basals in their desks--for fear that they will already know something about the story before the reading group activity and, as a result, be bored. Nothing is further from the truth--the more familiar a student is with a reading passage the more interested he or she is in reciting and trying to increase his or her skills to enhance the comprehension of the passage. Among the many mistakes that have been made in directing reading instructional practices is that much of the information passed along to teachers is often incorrect and unsupported by research.

Pre-reading and Supervised Reading. Students should read silently the

reading passage prior to reading it aloud to the reading supervisor.

Students should identify and list all of the words in the reading passage that are unfamiliar, whether they recognize them by context clues or phonics analysis. The words should then be placed on a concept card as described earlier in Recognizing Words - Context Clues.

When the reading supervisor listens to the student, he or she should also record words that present difficulty to the student. The student should make additional concept cards for these words.

Reading, like any other skill, takes much practice. However, the teacher with more than ten students in a classroom cannot possibly read individually with each student each day. Nevertheless, students need to participate in some form of daily supervised reading if their reading skills are to be improved. Some of these individuals who might help with the task are:

a. another student in the classroom
b. a student from another classroom
c. a school aide
d. a volunteer
e. a room mother or parent
f. a member of the teaching staff with a "free" period
g. the principal

The Reading Assessment form below should be completed by the teacher for use by the persons who provide individual help to students (volunteers, aides, itinerant and remedial reading teachers). The classroom teacher's general assessment of pupils' reading achievement is most important as all instruction must become a part of and support the regular reading program.

Reading Assessment

Pupil's Name_____ Age_____

Grade_____ Reading Level_____

	1 low	2	3	4	5	6	7 high
Reading Assessment							
Participates in reading							

Skill Strengths	Skill Weaknesses
1._____	1._____
2._____	2._____
3._____	3._____
4._____	4._____
5._____	5._____

Comment_____

_____

_____

_____

Schedule_____

_____

Involving Parents

Mastery Learning is a departure from the standard practice of having each student move at the same general rate in a given segment of time, with an evaluation of the quality of learning being given at the end of a predetermined time (a semester, grade, or year).

With this in mind, parents will need to be involved from the beginning so as to become acquainted with the concept of Mastery Learning.

Suggested activities that can help involve parents:

- Send a letter describing the program and inviting parental cooperation.
- Plan a parent meeting for general discussion.
- Plan room meetings.
- Telephone parents and discuss the program with them.
- Prepare a manual for parents including the program objectives, some suggestions for their help, and a sample report card.

On the following pages are materials developed for use in a Mastery Learning Program. Feel free to use them "as is," or to alter them to suit your school's needs.

SAMPLE PARENT LETTER

To: Parents

From: The Principal

RE: Mastery Learning Reading Program

Our school is committed to a Mastery Learning Program. In keeping with the Mastery Learning Program, it is possible that not all children will complete the primary in three years. Since children learn at different rates all will not progress at the same rate.

There is always a great deal of concern on the part of parents as to whether their children "pass" each year. But we would like to stress skill attainment at each level rather than passing from level to level. Our greatest concern is that each year of a child's life in school is successful. Therefore, we strongly feel that no child should be moved to the next grade or level until he or she is adequately prepared for the skills at that level.

With this in mind, some children will need additional time in order to gain a strong skills foundation. Therefore, pacing and moving slowly through the primary levels (if needed) will prevent many children from being unprepared in the middle and upper grades and as a result reduce many problems experienced by the children, parents and the school.

We need your help and cooperation, so please feel free to call or write me or your child's teacher to express your concerns about the Mastery Learning Program.

SUGGESTED FOR DISCUSSION DURING PARENT TEACHER CONFERENCE

A conference is more than a conversation about the child. It is an opportunity to relate to the parents the academic and social involvements of the child at school and discuss how these facilitate the child's growth.

SOME HINTS

Be friendly and conduct a positive two-way conversation.

Be prepared to discuss the child generally and relate to specific strengths and weaknesses. (Begin the conference with a positive statement about the child.)

Be able to translate the strengths and weaknesses into specific activities that affect the schooling process.

If you desire, prepare a worksheet for each child on which you have jotted down areas of strengths and areas of difficulties with recommendations for the parents. Refer to specific activities that support what you have listed.

AREAS OF CONCERN

getting along with others

attitude toward school

ability to respond to school rules and regulations

possible health problems

academic progress

special talents and abilities

neatness and orderliness

completion of work

self-control

respect for the rights of others

courtesy and politeness

ability to work independently

SPECIFIC SKILLS THAT MAY NEED ATTENTION

listening

following directions

attending

oral expression

writing

arithmetic (concepts, facts, computation)

reading (basic skills, comprehension, sight words)

perceptual skills (visual/auditory)

WHAT CAN PARENTS DO

Parents do want to help their children; therefore, be prepared to state specific activities the parent can provide for the child that will possibly help the child at school. If possible, give directions and examples.

In summary, all you want to accomplish during your first conference may not come off. But if the exchange is wholesome and the parent is made to feel comfortable and helpful, the conferences will get better and better and your good relationship with the parents will be reflected in the child's classroom decorum.

GIVE YOUR CHILD SUCCESS IN SCHOOL

Parents! Parents! Parents!

Some General Suggestions

1. Work from the beginning to keep in touch with your child's teacher.

2. Find out all you can about the reading program and keep abreast of your child's progress.

3. Have your youngster explain his or her reading program to you. Play the role of the patient listener and curious questioner.

4. Help your child study by providing space, time, supplies needed for lessons and assignments.

5. Encourage your child to participate in activities such as book fairs, library visits and reading to younger children.

6. Express interest in your child's school activities by answering all questions, providing examples and some discussion. Try to avoid one word or short phrase answers, but instead give the child an experience through your talk.

7. Please don't use lessons, study, reading or any school-related tasks as punishment. Neither should you use the teacher as a threat ("I wish your teacher could see you now").

8. Accept your child for his or her efforts by not comparing the child with brothers or sisters, neighbors or other relatives. Each child is unique and should be treated as such.

9. Plan learning activities and help the child see how these are all related to school and the learning that takes place there.

10. Remember, school is children's work. Schooling is preparation for adulthood and a productive life.

HELPING YOUR CHILD LEARN

Some Hints to Remember

1. Always try to speak in complete sentences when talking to children.

2. Be enthusiastic about working with the child.

3. Spend time reading yourself.

4. Stress how much fun and how wonderful being able to read is.

5. Try not to correct too often, but instead use the error to extend what is happening. For example, the correct color is red. The child says green. You say, "Grass is green, the table cloth is green. The flowers on the table are red. What color do you think this is?"

6. When reading to the child point to the words so there is a connection between the verbal and written.

7. Compliment the child on speech. ("Ok, that is a good sentence." "You speak so well." "Where did you learn that word?" "That is a good word.")

8. Remember, being motivated to learn is sometimes more than half the battle. Praise, attention, and help from you will make a child eager to learn. Also, remember that children love to please and if learning is what pleases you, that is exactly what they will do.

9. Please, never scold, punish, or harshly reprimand a child for making mistakes. Help him or her to understand the mistake. (We learn more from our failures than we do from our successes. If a child fears failure he or she will not try.) So say, "Let me show you." "Oh, that is almost right, but not quite, but so far so good--ok, let's try again." "You are really a good worker." (After a few tries and the child is still having difficulty say, "You know what, this might be too hard for you. We'll try again tomorrow. But you have done very well.")

Parent/Child Reading Activities

1. Reading aloud stories and poems to children.

2. Encouraging contact with books and pictures.

3. Concentrating on verbal facility (engaging in conversation, explaining, discussing, giving directions, naming objects and telling about them). In general, being conscious of all talk with children and planning to make it meaningful.

4. Helping children to recognize letter and sound symbols.

5. Labeling objects in the house (stove, table, shelf, dressing table, bed, chair, floor, television, radio, sink, etc.)

6. Making a bulletin board (days of weeks, months, dates, seasons, holidays, etc.) and daily calling attention to it. This space can be on the side of the refrigerator, cabinet, door or a piece of cardboard prominently placed.

7. Making experience charts. After a visit, trip, picnic, or at any time to summarize an experience for the child in writing.

   A trip to Aunt Helen's
   We visited Aunt Helen yesterday. We all had a good time.

   Print in well formed letters. (Do not mix upper case and lower case.) Begin sentences with capital letters and end sentences with the proper punctuation.

8. Making frequent trips to the library. The books brought home should be read (by the child and to the child) and informally discussed.

9. Providing books, newspapers, and magazines in the home and using these to point out pictures and written passages to prompt discussion. What is this? Yes, it is a car. CAR is how the word car looks. See how many other cars you can find. What color is this car? Tell me exerything you can about this car. (The front, back doors, windows, etc.)

10. Using every opportunity to associate the concept (the thing itself or picture of something) to the symbol. This is an apple. APPLE is the word apple.

PART IV. STUDENT PROGRESS

Assessment and Reteaching Strategies and Alternatives

Administering End-of-Materials Assessment. Once a set of materials (a level) has been completed, the children should be given some time to reflect on the skills presented in the level. In other words, some review should take place.

After a brief review, a test should be administered in a calm, non-threatening atmosphere. In fact, it should be another lesson in reading. The test should not be timed. If the students have learned the skills as they have been taught, the students will be able to perform the testing activities without time being a problem.

1. Scoring Level Tests

   The tests should be scored using an individual scoring form for each student. This way the teacher can easily get a picture of each student's skill achievement. The teacher can then make decisions relative to the skill areas in which each pupil will need reteaching, reinforcing, or enriching.

2. Group Diagnostic Skill Analysis Sheet

   After scoring each student's test with an individual form, each student's score by skill should be transferred to the Group Diagnostic Skill Sheet. This sheet provides the teacher with a picture of the group. The teacher then will be able to see what skills need reteaching immediately and what skills need reinforcing with the group.

   This information will determine whether the group needs to be regrouped or slowed up and will determine what students can move on or need to be placed in another group. In fact, the teacher is able to see a composite picture of the group's achievement at the level and is able to determine the kind of instruction that will take place for this group in the future.

Group Diagnostic Skill Analysis

The Group Diagnostic Sheet serves as a guide for designing the teaching strategies for individuals and the group for instruction in the areas identified as deficient.

Example:

Date_____

Reading Level 8_____ Primary/Grade Level_____

School_____ Room_____ Teacher_____

NAME Last Initial	1 (10)	2 (5)	3 (5)	4 (5)	5 (2)	6 (8)	7 (10)	8** (5)
***1. Boaz, M.	10	4	4	3	2	5	7	3
2. Byrd, R.	10	3	5	5	2	7	8	3
3. Heiney, K.	10	3	5	5	2	7	8	3
4. Jaudes, M.	10	4	5	5	2	7	6	4
5. Luxen, S.	10	4	4	5	2	8	7	4
***6. Murphy, S.	10	2	4	3	2	7	7	5
7. Sulka, T.	10	5	4	5	2	8	7	4
8. Trober, P.	9	5	5	5	2	6	9	4
		*					*	*

(See Appendix VI: Group Diagnostic Sheet for copies of level 2-12)

** 1 - Context
2 - Relationships:Size*
3 - Time
4 - Analogous
5 - Story
6 - Details
7 - Glossary*
8 - Purposes*

* Skills that need reteaching

*** Students who need special attention

After compiling the Group Diagnostic Sheet and identifying those areas of difficulty experienced by pupils, the teacher is able to outline the immediate instruction by skill for each child and the group.

From the above example, the data suggest that the skills of Size Relationship, Glossary, and Purposes should be retaught to the total group. The reteaching activities would include using supplementary materials and teacher-designed activities to teach each of these skills prior to moving the group to the new level. (Suggested time: 1-2 weeks)

Student 1 and Student 6 would be given special attention by the classroom teacher for in-depth review of the level, as well as possible work with the aide or volunteer. These two children's parents should also be made aware of the need for them to stress reading activities at home. Students 1 and 6 would also be slowed up in the next level.

The Group Diagnostic Sheet should be shared with the principal and the curriculum specialist so as to keep them aware of how the children are progressing. (Appendix VI: Group Diagnostic Skill Analysis Sheet Levels 2-12, designed for Scott, Foresman Reading Systems)

If children receive services from the remedial teacher, resource teachers, or itinerant teacher, this skill analysis should also be shared with these teachers in order to enhance the specificity and continuity of their reading instruction.

Linguistics - An Alternative. There are children who after one or

more years of reading instruction remain absolute non-readers. Their inability to read not only prevents their participating fully in the schooling process, but affects their level of motivation. In effect they waste away at school, becoming in the near future rebellious and disruptive, setting off a chain reaction affecting all who come in contact with them.

For these children the ability to read is a symbol of success as well as a symbol of belonging in the class. It is then important that reading instructional methods and the materials used with them bring about instant reading.

To work this miracle, psycholinguistic materials appear to be useful. These materials use a "canned" vocabulary of patterned words. The sight words (the, is, a, etc.) are taught by rote and placed with patterned words permitting the pupil to read immediately.

Children who have used these materials have experienced such success that they have been motivated to go on and tackle reading materials once viewed by them as difficult.

A linguistic approach to reading is different from a phonetic letter-sound relationship approach in that it:

a) emphasizes visual discrimination;

b) presents words as whole units;

c) relies on fewer picture cues.

Movement

Primary Grade Students. The reading level completed generally

corresponds with the student's ability to perform in other subject areas.

Primary grade students who have not acquired the basic syntactic, semantic, and letter form/sound recognition skills cannot be expected to perform adequately in the next primary grade, nor can Primary II students who have not acquired the basic reading comprehension skills perform adequately in Primary III.

We must be careful not to place the students in grades above their demonstrated levels of reading achievement, for in so doing we increase their chances of failure in other subject areas. With this in mind, consideration should be given to slowing up students.

Middle and Upper Grade Students. Middle and upper grade students will have less of a problem relative to grade and reading-level placement if the above process of movement is followed. Few children who are given ample opportunity to learn will enter the middle grades as low achievers; our experiences prove that they can learn if given time.

However, in the event of having to place students new to the school and those with incomplete records or no records at all into a reading level, the placement should be commensurate with reading ability. That is, students who demonstrate achievement in primary should be placed in the appropriate primary level and not given watered-down materials, sapped of all meaning, often labeled high interest/low readability material.

Retention/Promotion

The concept of Mastery Learning is predicated on the belief that, since students learn at different rates, each student should be given a sufficient amount of time to master a skill or task prior to moving on to more difficult skills. Therefore, in a given length of time--say, a year--all students who began at the same point may not complete the segment of learning or master the same sequence of reading skills.

Our schools are divided into grades without regard to the notion that a year's work is not a year's learning for each student. Some students will need more time--that is of most concern to a Mastery Learning Program. Providing these students with a continual learning opportunity is needed if Mastery Learning is to take place. This means permitting a student to continue in a reading skills sequence into the next year. For some students this will mean retention in the grade division he or she is now in. For example, a student who is in the 4th grade and successfully masters one-third or one-half of the reading skills sequence should continue in grade 4 the next year to have time to complete and master the sequence.

The belief that if a student can perform 4th grade math he or she should progress to the 5th grade regardless of reading, is misplaced. Grade 5 mathematics demands a higher degree of reading skill than Grade 4. Benjamin Bloom reports in Human Characteristics and School Learning that reading comprehension and achievement in mathematics between grade 6 and 8 correlate at .72. This means that if everything else is right a student has about a 30% chance of achieving in

mathematics with low reading comprehension.

In summary, students should never be moved into a grade level where the materials are above their level of achievement. Such placement reinforces failures and prevents all chances of continued learning to take place.

Reporting Pupil Progress. The Mastery Learning Reading Program's student progress reporting format is flexible. There should be no grades; comments and statements should only reflect the degree of success the student is experiencing. This report should include a message to the parents which will define the program again and remind the parents that this is a Mastery Learning Program. This means that some students will not move as rapidly as parents, teachers, or students would have them.

Since correct placement is the key to success in this program, the vast majority of students will be highly successful, and when a student is not successful, attention should be immediately focused on the correctness of the reading placement.

On the following pages are materials developed for use in the Mastery Learning Program.

SAMPLE LETTER RELATIVE TO STUDENT MOVEMENT IN THE MASTERY LEARNING READING PROGRAM

Dear Parent,

As part of our continuing effort to improve instruction, we have introduced a more flexible plan for the reading program in our school. Children will be promoted from grade to grade when they complete their work satisfactorily, but they will be allowed to progress in reading at their own pace. This is being done because we have found that children learn to read and like to read better when they have materials suited to their own ability.

We are asking, therefore, that you keep this fact in mind, and do all that you can to encourage your children to read at home.

Sincerely,

_____

STUDENT'S NAME _____

LEVEL PLACEMENT FOR NEXT YEAR - READING LEVEL _____

GRADE _____

COMMENTS: _____

_____

_____

_____

_____

_____

SAMPLE STUDENT PROGRESS REPORT #1

CLEVELAND-SOUTHWEST DISTRICT
ST. LOUIS PUBLIC SCHOOLS

READING PROGRESS REPORT

Dear Parent,

The reading program is ungraded. This means that each child is placed in a level suited to his or her reading achievement. The reading level placement of a child does not necessarily affect grade placement.

Moving slowly through the levels or remaining in a level is not failure, but instead is an opportunity for each child to learn at his or her own rate.

With this in mind, view the level placement of your child as one that is tailored to suit him or her.

LEVELS

1	1 2 3 4	5 6 7 8	9 10 11 12	13 14 15	16 17 18	19 20 21
Kg.	Pri. 1	Pri. 2	Primary 3	Grade 4	Grade 5	Grade 6

Customary for years in school.

Your child_____ is in_____
(primary level or grade)

reading at level_____. Progress at this level is

_____.

SAMPLE STUDENT PROGRESS REPORT #2

Dear Parent,

The reading program is ungraded. This means that children are placed in the reading materials and move through each of the levels at their own rate, achieving the skills that are needed to have success at the next level.

We are committed to each child having success in school now and in the later years. Therefore, providing a firm foundation of basic skills is the main thrust of the Mastery Learning Reading program.

Moving slowly through a level or remaining in a level is not failure, but instead is an opportunity for each child to learn, at his or her own rate, the skills taught in each reading level.

With this in mind, please view the level placement of your child for next year as one that is tailored to suit him or her.

STUDENT'S NAME _____

LEVEL PLACEMENT FOR NEXT YEAR - GRADE____ LEVEL____

COMMENTS: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

SUMMARY: PLACEMENT...PACING...TESTING...
REGROUPING...MOVEMENT

1. Each student is placed at the proper level. This means careful examination of the record sheet and, if necessary, some testing, using a test from the materials below where placement may occur.
2. Once placement has been determined, activities for at least a week should take place to review the skill teaching at the previous levels.
3. After some review, the group should be introduced to the new level. Progression through the level is at a comfortable rate, as dictated by the learners and not the materials to be covered.
4. Upon completion of the level, a level criterion reference test is administered to the group.
5. Each student's level criterion reference test is scored with the use of an individual scoring form.
6. The number of correct items are then, by skills, placed on the Group Skill Analysis Sheet. (See Appendix VII.)
7. Scores in skill areas in which students have difficulty are circled.
   a) The list is then reviewed by group for reteaching of specific skills to each group (arrow from bottom pointing upward to skill).
   b) Skills which are not achieved by the group are retaught immediately prior to moving to the next level.
8. Students who are identified as having difficulty, generally across all skills in the level, are regrouped to review the level prior to moving to the next level. This group of pupils should be paced

more slowly in the new level so as to increase the chances of skill attainment. Students who demonstrate reasonable proficiency should move on to the next, keeping in mind skills that were difficult in the previous level.

PART V: ROLES AND RESPONSIBILITIES IN THE PROGRAM

Principal

Organize the School

Organize the grade and age levels in classrooms to accommodate the student reading achievement and the instructional needs of the students. (Appendix II: Classroom Movement and End-of-Year Placement List)

Plan Staff Development Activities

1. Plan a time to review the information and research related to the teaching of reading, reading programs, reading approaches, and reading materials.
2. Plan a time to be trained and made knowledgeable about Mastery Learning concepts and practices.
3. Design and plan monthly staff meetings to focus on the tenets of Mastery Learning.

Analyze and Present Student Reading Achievement Data to the Staff

Review student reading achievement by grade, by reading book placement, by support program, and by reading program in an effort to identify student needs as well as the strengths and weaknesses of existing practices. Compile this data and present it to the faculty. Plan times for detailed discussion during which staff members can become aware of the information and the possible conclusions and recommendations that come about as a result of its use.

(Appendix VIII: Samples Collected from Cleveland-Southwest District, St. Louis Public Schools)

Organize Reading Resource Committee

Reading is so important in schools that, along with the cheer committee, there ought to always be a reading committee. This committee can consist of volunteers, or individuals selected by the faculty to be responsible for helping the principal organize and conduct the reading thrust. The reading committee can be responsible for planning and conducting staff development activities, involving parents in the school activities, keeping the community abreast of the school's reading and other learning activities, as well as counseling other staff members.

Provide Teachers with Support

The principal's continued responsiblity is to provide the teachers with support and encouragement as they begin to organize for the Mastery Learning Program. The principal's positive attitude, commitment to the program, and actual involvement will set the tone and go a long way to help gain parent, student, and community support for the program.

Secure Materials

The placement of students in materials by grade level is a practice that will be discontinued in a school developing a Mastery Learning Reading Program. The principal will have to take the lead to secure materials to fit the reading placement of students in the program. As a result of continued monitoring of student movement and placement,

the principal can keep ample supplies of materials on hand. (See Appendix II: Reading Program Progression Sheet and Student Placement Form)

Involve Parents

The parents play an important role in a successful Mastery Learning Reading Program. It is the principal's responsibility, to plan and conduct several meetings a year for the purpose of keeping parents abreast of programs, activities, and the success of the students in the program.

The principal should also identify prospective tutors among the parents. A program should be designed and planned to train parents to be helpers.

Work with Students

The principal's general attitude about the program will be seen in the students. If your support is less than committed, then the students will find refuge in this attitude. It can not be stressed enough that as principal you are the key to the tone, atmosphere, and level of cooperation and commitment in your building. In order to reaffirm your positive attitude toward the program, you should plan and conduct monthly meetings with the students (by reading groups, grades, or activities) during which the students are praised for their efforts and given a rationale for the continued use of the program.

Teacher

Diagnose

Use test materials (criterion-referenced or materials related) reading observation and/or study of records to identify level of reading and skill deficits.

Provide Placement in Materials

Place each student in materials that accomodate the student's level of reading achievement and skill attainment.

Provide Ongoing Instruction

Conduct the instructional activities from skill teaching to skill practice to skill application teaching and on to independent skill application. These instructional activities include using teacher-made materials, supplemental and basal materials.

Provide Pacing

Move each student at a rate to insure success in all learning experiences. This can be accomplished by including learning from the entire curriculum. In order for students to become effective readers, their learning should be enhanced through speaking, writing, listening, and doing many other kinds of activities that are oriented to convey information.

Assess Student Progress

Administer an assessment instrument when a sequence, unit or book is completed, to see what skills, if any, need additional teaching, reteaching or reinforcing.

Reteach

Reteach the deficit skills identified from the assessment.

Practice the reading skills in the total curriculum program. (Reteaching is a part of the pacing process.)

Report Student Reading Progress

Design a format for reporting back (on a weekly basis) to students about their reading achievement. As for grading, try not to grade all of the learning activities, but instead, indicate what students have done (wrong or correct). Give students opportunities to learn without being graded.

When completing report cards try not to fail students (give F's or D's) in reading. Give comments about the student's progress and level of achievement and emphasize the amount of effort a student puts forth. A student's learning to read is too important to be threatened by a system of grading (A's - F's) that often diminishes self-concept and does not take into consideration classroom or grouping strategies for purposes of improving achievement.

Attend Staff Development Activities

Attend all staff development activities. Work with the principal to design Mastery Learning staff development activities that meet the needs of the school staff. Share with other teachers ideas, suggestions, and activities that work well and have proved successful in the Mastery Learning Reading Program.

Conduct Parent Conferences

Conduct parent conferences during which parents are given

detailed information about the reading program and their child's progress in the reading program. Plan, also, to provide parents with suggestions and activities to help them assist the reading instruction at home and at school.

Facilitator (Teacher-Support Personnel)

Monitor Placement and Grouping

Monitor the placement of students in classrooms in order to help the teachers and administrators plan for efficient placement and grouping of students in reading materials and classrooms. (Appendix II: Placement in Reading Program)

Assist Diagnosis

Give teachers assistance in diagnosing students.

Evaluate the Program

Administer periodic surveys to ascertain the needs and feelings of the teachers and administrators related to the Mastery Learning Reading Program. (Appendix III: Sample Monitoring Surveys 1, 2, and 3)

Coordinate Materials and Supplies

Compile an inventory of all surplus materials. Continually identify reading materials that can be used as supplements to strengthen resources of the Mastery Learning Reading Program.

Monitor End-of-Materials Tests Results

Review end-of-materials tests results in order to identify the skill areas where students have difficulty; plan future activities that will help to offset these learning deficits

among students. (Appendix VI: Correspondence - Teacher/ Curriculum Support Personnel)

Analyze Reading Program Content

Analyze and review with the teachers and administrators the reading content continually in order to plan effective staff-development activities. (Appendix IV: Report of Analysis of Reading End-of-Materials Test)

Consult with Teachers

Visit each teacher frequently during the year to give assistance in planning learning activities, evaluating student performance, placing students in materials and classrooms, and making student promotion and retention decisions.

Consult with Principals

Assist the school administrator in planning for the Mastery Learning program and provide him or her with help and support for teachers, students, parents, and the community.

Design and Conduct Staff Development Activities

Design and conduct ongoing staff development activities that will familiarize teachers, administrators, and parents with all facets of the Mastery Learning Reading Program.

Consult with Parents

Work with parents individually and in small groups, as well as through organizations (PTA, Mothers' Clubs, etc.) to help them understand and participate more fully in the school and

the Mastery Learning Program.

Consult with Students

Help students who sometimes will need more adult support in a Mastery Learning Reading Program than the teachers, principal, and parents can provide. This additional help can be given by the teacher support personnel during classroom visits and conferences with students.

Articulate the Program

Tell others about the program. There also is a real need for the other activities that affect the school to reflect the commitment to Mastery Learning. The support personnel will, in many instances, fill this role as a result of articulating the program to other schools and support personnel.

Remedial Reading Teachers, Itinerant Teachers, Classroom Aides, Volunteers, Etc.

Plan Individualized Student Programs

Collaborate with the classroom teacher to help design an individualized reading program for each student.

Consult with Parents

Share with each student's parents the student's reading program, and identify areas where parents can help their children become better readers and, in general, better students.

Instruct Students

Instruct students, using the individualized reading

program designed with the classroom teacher to meet needs as defined by the reading placement diagnosis.

Monitor Student Performance

Review with the classroom teachers the results of the end-of-materials tests and assist the teachers in making decisions about student reading, placement, and movement.

Report Student Reading Progress

Design a format for reporting student reading progress to the classroom teacher, the student, and the parents.

Coordinate Program with Classroom Teaching

Coordinate various activities of the program (testing, movement, grouping, etc.). Work with the teachers to plan, design, and conduct a program that maximizes everybody's efforts. Use the information from the classroom teacher to help plan reading programs for students receiving additional help in reading.

Staff Development

The need for teachers and administrators to internalize the theory, philosophy and operation of a Mastery Learning Reading Program cannot be overemphasized. The staff development program for a Mastery Learning Program needs to be intense and ongoing so as to provide a broad base of understanding for the school personnel. Listed here are topics that should be included in the inservice programs:

1. How Children Learn to Read
2. Reading for Meaning
3. Diagnosing Reading Comprehension Skill Deficits
4. The Reading Process
5. The Development of Conceptual Skills
6. Placement of Students in Reading Materials
7. Grouping for Reading Instruction
8. Reading Instruction
9. Pacing Reading Instruction
10. Teaching Strategies, Prescriptions and Alternatives
11. Use of Test Data
12. Reteaching Strategies
13. Assessing Student Progress
14. Reporting Student Progress
15. Student Promotion/Retention
16. Evaluation of the Mastery Learning Program

The staff development activities should also include opportunities for the teachers and administrator to examine and study the works of educational theorists whose writings support Mastery Learning

as an instructional practice. This is a partial listing of some of those theorists and their works that can be used as a basis for these discussions among the teachers and administrators.

James H. Block. Mastery Learning Theory and Practice. Chicago: Holt, Rinehart and Winston Inc., 1971.

Benjamin S. Bloom. Human Characteristics and School Learning. St. Louis: McGraw Hill, 1976.

Jerome S. Bruner. Toward a Theory of Instruction. New York: W.W. Norton & Co., 1966.

Jerome Bruner. The Process of Education. Cambridge, Mass.: Harvard University Press, 1960.

Robert C. Calfee and Priscella A. Drum. "Learning to Read: Theory Research and Practice," Curriculum Inquiry, 8, 3, Fall, 1978.

John B. Carroll. "A Model of School Learning," In Teachers College Record, 64, 1963, 723-33.

Eleanor J. Gibson and Harry Levin. The Psychology of Reading. Cambridge, Mass.: MIT Press, 1978.

Herbert Ginsburg and Sylvia Opper. Piaget's Theory of Intellectual Development: An Introduction. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1969.

Kenneth S. Goodman. Miscue Analysis. Urbana, Illinois: ERIC, National Council of Teachers of English, 1976.

Frank Smith. Understanding Reading. New York, N.Y.: Holt, Rinehart and Winston, 1971.

Phyllis Weaver. Research Within Reach: A Research Guided Response to Concerns of Reading Educators. St. Louis: CEMREL, Inc., 1978.

PART VI. MONITORING AND EVALUATING THE MASTERY LEARNING READING PROGRAM

A Mastery Learning program is an instructional practice that involves every area of the curriculum. It is a process of organizing learning experiences for students into the basic elements of instruction to form a viable instructional model.

As with any instructional practice, monitoring and evaluative activities are essential in that they provide information for improving the program and identify areas of strengths and weaknesses in the program.

Monitoring Activities

Administering Surveys. The program process and organization should be reviewed at least three times during a school year. Survey forms are designed and administered for the purpose of ascertaining the concerns of the teachers and administrators relative to the specifics of the program (placement, grouping, movement, materials, coordination with subject areas, staff development, student attitudes, etc.). (Appendix III: Sample Monitoring Surveys 1, 2, and 3)

Reviewing Results of End-of-Materials Tests. School and district data from the end-of-materials tests should be compiled by the curriculum support personnel from the Group Diagnostic Sheets.

This information can provide the basis for planning inservice activities and increasing and reinforcing the reading program's supplemental resources. (Appendix IV: Report of the Analysis of Reading End-of-Materials Tests by Student Skill Achievement

Primary 1 through Primary 3, 1978)

Visiting Schools and Classrooms (Curriculum Support Personnel). Faculty meetings and discussions with individual teachers provide opportunities for the teachers and curriculum support personnel to continually review the reading materials, student achievement records, retention and promotion policies, and other activities that relate to the reading program.

A yearly visitation schedule should be planned so that each school and teacher participating in the Mastery Learning Program will be visited frequently by curriculum support personnel.

Evaluating Activities

How well the program works at improving reading achievement is the "bottom line" for any innovation in reading instruction, new reading management system or reading materials. So, when it is all said and done, do the students read better? Whether or not students read better is the major concern.

In order to answer this question and other questions that will provide information to improve, expand, or modify the program, the following data are suggested for collection.

1. Teachers' general perceptions of the program
2. Number of reading groups in the classrooms
3. Documentation of program activities
4. Concerns and problems experienced by teachers and administrators

5. Effective use of reading materials (basal and supplemental)
6. Teacher perceptions of student attitudes toward the program
7. Areas of [illegible] difficulty experienced by students
   (Appendix III: Sample, Monitoring Surveys 1, 2, and 3) (Appendix IV: Report and Analysis of Reading End-of-Materials Test)
8. Comparison of reading scores over several years
   (Appendix VIII: Third Grade ITBS Reading Comprehension Averages for Pupils 1973-1977 Pilot and Non-Pilot Schools, Vocabulary Averages for Pupils 1973-1978, Pilot and Non-Pilot Schools)
9. Student standardized reading comprehension average scores by book or level placement
   (Appendix VIII: Primary 3 Reading Comprehension Average Scores by Reading Level placed and covered 1976-1977 and 1977-1978)
10. Number of students retained in grade or reading level
    (Appendix VIII: Retentions, June, 1978 by Reading Level and Grade Placement)
11. Placement of students by reading level and grade
    (Appendix VIII: Primary Reading Level Placement 1978-1979)
12. Analysis of student reading gains from one year to the next
    (Appendix VIII: Gains of Primary 3 Pupils 1978, Matched in Grade 4, 1978 by Reading Levels Completed in Grade 3)

These and other data will provide information to the teachers and administrator that can be used to help them make decisions about the directions of the program and can provide the basis for a program evaluation.

APPENDICES

APPENDIX I

1) Cleveland-Southwest District Mastery Learning Reading Skills Sequence by Instruction and Assessment - Primary 1 to Primary 3 Reading Levels 2-12 (Scott, Foresman, Systems)

2) Grades 4-6 Skill Analysis by Reading Levels 13-21 (Scott, Foresman, Systems)

3) The Standard Reading Programs in the School System

CLEVELAND-SOUTHWEST DISTRICT

Reading Skills Sequence by Instruction and Assessment

Level	Consonant Sounds	Comprehension Pictures	Context	Consonant Sounds	Vowel Patterns	Comprehension No Pictures	Alphabetical Order	Letter Sounds	Relationship Part-Whole	Relationship Cause-Effect	Relationship Place	Relationship Sequence	Relationship Time	Relationship Size	Story	Purposes	Organization	Detail	Main Idea	Context Semantics	Context Syntax	Characters	Relationship Analagous	Figurative Style	Dictionary	Additional References	References	Pronouncement	Glossary	Punctuation	Personification
2	X	X	X	X					X					X						X	X									X	
3		X		X	X	X	X		X			X		X					X	X	X	X								X	
4			X	X	X		X	X	X	X		X	X	X	X			X	X	X	X									X	
5			X				X	X	X	X		X	X	X	X	X	X	X	X	X	X				X	X				X	
6			X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				X					X	
7			X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				X				X	X	
8			X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X		X	X	
9			X				X		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X			X	
10							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X				X	X
11			X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X				X	
12			X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X				X	X

71

80

80

81

Grades 4-6 Skills Analysis by Level

SKILLS \ LEVELS	13	14	15	16	17	18	19	20	21
Context Clues	X	X	X	X	X	X	X	X	X
Relationships	X	X	X	X	X	X	X	X	X
Cause - Effect	X	X	X	X					
Time	X								
Part-Whole	X								
Place	X								
Sequence	X								
Elements of Style	X				X				
Judgement	X	X	X	X		X		X	
Drawing Conclusions	X								
Traits & Motives	X		X	X	X	X	X	X	X
Card Catalog	X								
Index	X								
Main Ideas	X	X		X		X	X		X
Context									
Graphics Arts		X		X	X			X	
Purposes		X		X			X	X	X
Details		X							
Pronunciation Key									
Outlines			X				X		
Dictionary			X			X			
Generals-Specifics			X						
Bar Graph				X					
Charts					X				
Inferences					X	X			X
Table					X				
Line Graph						X			
Maps						X			

THE STANDARD READING PROGRAMS IN THE SCHOOL SYSTEM

The reading program as implemented city-wide (K-3) consists of two basals referred to as Streams I and Streams II.

The two Streams are generally defined in terms of the two basal readers. Stream I Scott-Foresman Reading Systems consists of twelve (K-3) booklets (approximately 4 per year referred to as Levels). This basal espouses an approach to reading generally described as analytic (whole-part-part). Skill learnings are introduced beginning with the unit of meaning de ived from the sentence.

All students begin in Stream I, possibly in kindergarten, but most likely in Primary I. Students move from level I to level 2, upon completion of the level materials. A criterion test is administered and, based on a score of not less than 40, a student may continue in Stream I. Continuation in Stream I depends on successfully passing a criterion test at the end of each level. Otherwise a pupil is moved to Stream II.

Stream II (Scott-Foresman, Open Highways) consists of seven levels (approximately 2 per year). This basal espouses an approach to reading generally described as synthetic (part-part-whole). Skill learnings are introduced beginning with the smallest unit of language, the sound.

Students begin in Stream II, after experiencing difficulty in Stream I, and they continue in Stream II until they achieve two consecutive criterion scores of 90 out of 100.

There are no specific guidelines for pupils scoring below 80, the criterion of the Stream II.

APPENDIX II

1) Classroom Movement and End of Year Placement

2) Placement in Reading Programs

3) Primary Progression Sheet

CLEVELAND-SOUTHWEST DISTRICT
ST. LOUIS PUBLIC SCHOOLS

CLASSROOM MOVEMENT AND END OF YEAR PLACEMENT LIST

Date_____

School_____ Classroom Teacher_____

Principal_____ Room Number_____

PUPIL'S NAME	Reading Level Sept.__ (1)	Primary Level Sept.__ (2)	Reading Level Completed (3)	Reading Level Sept.__ (4)	Primary Level Sept.__ (5)
Please group children by reading level (lower to higher level).					
For example: Smith, James	3S	1	4S	5S	II

(1) = Reading Level September
(2) = Grade September
(3) = Reading Level Completed
(4) = Reading Level Next September
(5) = Grade Next September

PLACEMENT OF STUDENTS IN READING PROGRAMS

Date _____

SCHOOL _____ PRINCIPAL _____

SYSTEMS READING NUMBER OF PUPILS BY LEVEL OR GRADE

LEVELS	K	I	II	III	4	5	6	7	8	Comments
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										
21										

CLEVELAND-SOUTHWEST DISTRICT
ST. LOUIS PUBLIC SCHOOLS

PRIMARY PROGRESSION SHEET

(To be used to aid in ordering materials)

Kg.	1	2	3	4	5	6	7	8	9	10	11	12
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
Total												

(Total of a column indicates number of books to be ordered for each level.)

Project each group of children by level through the appropriate number of levels.
Example: Level 2 3 4
25 25 25

APPENDIX III

1) Monitoring Survey 1

2) Monitoring Survey 2

3) Monitoring Survey 3

MONITORING SURVEY 1

PILOT MASTERY LEARNING READING PROGRAM SURVEY 1

In an effort to improve the achievement of the children in the Cleveland-Southwest District, we are involved in a Pilot Mastery Learning Reading Program.

Although the program has been under way for only five weeks, we need ongoing status reports if we are to find out all we can about the operation of the program in relation to teachers and pupils throughout the school year.

_____ _____ _____
(Teacher's Name) (School) (Primary Level or Grade)

This form may be returned anonymously if the teacher so desires.

Level_____ Number of Children_____

" _____ " " _____

" _____ " " _____

" _____ " " _____

" _____ " " _____

Do you have adequate materials? Consumables?____ Non-consumables?____

Do You feel fairly comfortable with this type of program? (Circle one)

1 2 3 4 5
totally uncomfortable comfortable

What would you like done to help you become more comfortable?_____

_____

Do you understand the pacing technique? (Circle one)

1 2 3 4 5
no understanding complete understanding

What would you like done to help you improve your understanding?_____

_____

What is the most difficult problem you foresee in this type of program?

_____

What suggestions do you have for offsetting this problem?_____

_____

What is it about this program you like?_____

_____

What is it about this program you do not like?_____

_____

Additional comments may be written on the bottom of this sheet. Please return this sheet to SAVANNAH MILLER YOUNG at the District Office by

MONITORING SURVEY 2

PILOT MASTERY LEARNING READING PROGRAM SURVEY 2

In an effort to improve the reading skills of the children of the Cleveland-Southwest District, we are engaged in a Pilot Mastery Learning Reading Program. We need a midyear progress report on the program from the teachers in order to monitor the program as well as make the necessary changes. We are, therefore, asking your cooperation in completing this questionnaire.

_____ _____ _____
(Teacher's Name) (School) (Primary Level or Grade)

How many reading levels do you teach and how many children are in each level?

Level_____ Number of Children_____

Level_____ Number of Children_____

Level_____ Number of Children_____

Level_____ Number of Children_____

Level_____ Number of Children_____

Do you need more practice materials? Yes_____ No_____ If yes give examples._____

Have you been able to use the language textbook in teaching the skills in reading? Yes_____ No_____

Do you use the subsystems? Yes_____ No_____
With the whole room? Yes_____ No_____ By levels or group?_____

Please give your frank opinion about the program now that it has been in use for a semester._____

_____

What are the greatest difficulties you have encountered in the program? Please itemize.

1._____

2._____

3._____

What, if any, are the benefits?

1._____

2._____

3._____

Now that you have used the Pacing Technique, what is your opinion of it?

_____

_____

Please indicate on the scale below your opinion of the degree of enjoyment in reading experienced by the children as a result of this program.

1 2 3 4 5
none a great deal

Have you used the diagnostic sheet? Yes_____ No_____

If yes, what is your opinion of the diagnostic sheet?_____

_____

If no, why not?_____

_____

Do you feel the children will benefit more in this program (Pacing through Systems) than in the regular programs (Systems, Open Highways and Cornerstones)? Yes_____ No_____ If yes, please explain._____

_____

_____

If no, please explain._____

_____

_____

Additional comments may be written on the back of this sheet. Please return the completed questionnaire to SAVANNAH MILLER YOUNG at the District Office by _____.

Thank you

MONITORING SURVEY 3

PILOT MASTERY LEARNING READING PROGRAM SURVEY 3

Teacher's Name_____ Primary Level
(Optional) 1 2 3 1/2 2/3 3/4

Reading Level

		Number Having Difficulty	Specific Skills
Level_____	Number_____	_____	_____
Level_____	_____	_____	_____
Level_____	_____	_____	_____
Level_____	_____	_____	_____
Level_____	_____	_____	_____

Please rate your general impression of the practice using a Pacing Technique with one reading program in the primary.
1 2 3 4 5 (Circle one)

What statement best describes your feelings about the program (choose 1):
a. The program permits children to learn at their own rate.
b. The program permits early identification of reading difficulty.
c. Pacing the children at their own rate reduces the number of children in material that is too difficult.

Other_____

What would you suggest to strengthen the reading program?
a. Specific skill materials (List)_____
b. More retention of pupils
c. More teacher inservice
d. More parental involvement
e. A transition unit
f. A second approach to reading, other than phonics

Other_____

What has been most difficult for you in getting adjusted to and/or conducting your classroom in the Ungraded Reading Program?
a. Lack of materials (consumables)
b. Lack of textbooks
c. Too many levels
d. Children incorrectly placed
e. Lack of supplementary materials
f. Lack of inservice training
g. None of the above
h. Other_____

Please project the reading levels for your class for September on the attached sheet.

Have any of your pupils used the Linguistics Program during this school year? Yes_____ No_____ Number_____

Comments:_____

_____

_____

_____

_____

_____

APPENDIX IV

REPORT OF THE ANALYSIS OF READING-END-OF-MATERIALS TEST BY PERCENT OF STUDENT SKILL ACHIEVEMENT ON SKILLS BY LEVEL WHERE STUDENTS AVERAGED LESS THAN 80% MASTERY, PRIMARY 1 - PRIMARY 3, AUGUST, 1978

Level	Number of Students	Number of Skills Tested	Skills With Less Than 80% of Students Experiencing Success
2	325	4	None
3	250	4	Comprehension without pictures (73)
4	185	6	Context (78) Relationship Part/Whole &71) Relationship Cause/Effect(72) Main Idea (69)
5	264	7	Relationship Part/Whole (66)
6	231	8	Context (36)
7	206	8	Glossary (53)
8	156	8	Relationship time (72)
9	362	7	Purposes (79) Figurative Style (76) Dictionary (72) References (62)
10	300	9	Organization (61)
11	200	5	Purposes (48)
12	158	9	Organization (67) Characters (70)

APPENDIX V

1) The Dolch Test of 220 Common Words Other Than Nouns and Where They First Appear in the Systems Program.

2) A Basic Sight Vocabulary of 96 Irregular Words

THE DOLCH LIST OF 220 COMMON WORDS OTHER THAN NOUNS AND WHERE THEY FIRST APPEAR IN THE SYSTEMS PROGRAMS

Level 1

and
are
black
blue
brown
could
do
find
green
I
in
is
know
like
me
my
now
of
one
red
tell
the
think
what
which
white
yellow
you

Level 2

a
after
again
all
am
an
at
away
because
but
call
came
can
carry
clean
come
cut
did
don't
down
eat
eight
fast
first
five
fly
for
four
full
gave
get
go
goes
got
had
has
have
he
his
hold
into
it
jump
keep
let
little
live
look
make
new
no
not
off
on
once
play
pull
put
ran
ride
run
said
saw
see
seven
sit
six
sleep
soon
start
stop
take
ten
that
their
then
there
they
this
three
to
too
two
under
up
upon
very
want
was
we
went
were
when
where
who
why
with
work
your

Level 3

always
around
as
ask
ate
be
before
best
big
buy
by
cold
drink
every
found
going
good
grow
help
her
here
him
hot
how
hurt
if
its
just
made
may
never
old
or
out
over
pick
round
say
she
show
small
so
some
them
today
together
use
will
yes

Level 4

about
any
been
better
draw
from
funny
give
kind
laugh
light
long
much
our
own
pretty
right
thank
these
try
us
walk
warm
wash
well
would
write

Level 5

both
bring
does
fall
far
many
please
read
sing
wish

Level 6

only
open

Level 7

done
must
shall
those

Level 8

myself

A BASIC SIGHT VOCABULARY OF 96 IRREGULAR WORDS

a	do	give	many	people	the	want
again	does	goes	might	put	their	wanted
almost	dog	gone	money		there	was
always	done	great	mother	right	there's	water
another	don't	group	Mr.	said	they	were
any	door		Mrs.	says	they're	what
anything		have				
are	enough	head	night	school	thought	where
		heard	nothing	should	through	who
been	father	house		some	to	work
because	four		of	something	today	would
both	friend	knew	off*	sometimes	together	
brother	from*	know	on*		two	year
brought	full		once		very	you
buy		light	one			your
		live	only			
city		long*	other			
come			our			
could			own			

*Words considered regular or irregular depending upon one's dialect.

(Taken from The Reading Teacher)

APPENDIX VI

CORRESPONDENCE - TEACHER/CURRICULUM SUPPORT PERSONNEL

Dear_____:

As a result of studying the Diagnostic Sheet of your class' performance in Level____ the following skills areas are the ones that appear to need reinforcement:

1. _____
2. _____
3. _____
4. _____
5. _____

I would like to suggest that you reteach the skills related to these areas prior to moving to the next level and extend the teaching of these skills into the new level.

The process of Mastery Learning teaching is the result of identifying specific areas of skills weakness and reteaching those specific skills prior to introducing the children to different skills or higher levels of previously taught skills.

The skills areas where children have difficulty can be retaught by use of the Practice Pad dittos, the Special Practice Readers, and any other material you have available.

Thank you for sharing the Diagnostic Sheet with me, and please do not hesitate to call upon me for help in any way.

Sincerely,

Savannah Miller Young

APPENDIX VII

Group Diagnostic Skill Analysis Sheets Level 2-12

(Designed for Scott, Foresman, Reading Systems)

CLEVELAND-SOUTHWEST DISTRICT
ST. LOUIS PUBLIC SCHOOLS
GROUP DIAGNOSTIC SKILL ANALYSIS SHEET

Date_____

Reading Level 2_____ Primary Level_____

School_____ Room_____ Teacher_____

NAME Last	Initial	Consonant Sounds (19)	Context Cues 8 (2 per)	Context Cues 8 (2 per)	Letter-Sound Relationships (15)

CLEVELAND-SOUTHWEST DISTRICT
ST. LOUIS PUBLIC SCHOOLS
GROUP DIAGNOSTIC SKILL ANALYSIS SHEET

Date _____

Reading Level 3 _____ Primary Level _____

School _____ Room _____ Teacher _____

NAME Last Initial	Vowel Patterns (23)	Comprehension (Pictures) (8)	Comprehension (No Pictures) (8)	Alphabetical Order (11)

CLEVELAND-SOUTHWEST DISTRICT
ST. LOUIS PUBLIC SCHOOLS
GROUP DIAGNOSTIC SKILL ANALYSIS SHEET

Date _____

Reading Level 4 _____ Primary Level _____

School _____ Room _____ Teacher _____

NAME Last	Initial	Letter - Sound Relationships (12)	Context Sem-Syn (11)	Relationships Time (3)	Relationships Cause-Effect (3)	Alphabet A B C (5)

CLEVELAND-SOUTHEST DISTRICT
ST. LOUIS PUBLIC SCHOOLS
GROUP DIAGNOSTIC SKILL ANALYSIS SHEET

Date_____

Reading Level 5_____ Primary Level_____

School_____ Room_____ Teacher_____

NAME Last	Initial	Context Sem-Syn (11)	Relationships				Story (5)	Purpose (4)	Organization (3)	Alphabetical Order (9)	Main Idea Detail (5)
			Place (5)	Seq (4)	Time (2)	Cause-Effect (2)					

CLEVELAND-SOUTHWEST DISTRICT
ST LOUIS PUBLIC SCHOOLS
GROUP DIAGNOSTIC SKILL ANALYSIS SHEET

Date_____

Reading Level 6_____ Primary Level_____

School_____ Room_____ Teacher_____

NAME Last	Initial	Relationships (7)	Context Syntax (11)	Rel. (Place) (4)	Context Function (7)	Purposes (4)	Main Idea Detail (4)	Organization (9)	Characters (4)

CLEVELAND-SOUTHWEST DISTRICT
ST. LOUIS PUBLIC SCHOOLS
GROUP DIAGNOSTIC SKILL ANALYSIS SHEET

Date_____

Reading Level 7_____ Primary Level_____

School_____ Room_____ Teacher_____

NAME Last	Initial	Sound relation-ships (8)	Context Syn (7)	Context Sem (10)	Main Idea Detail (5)	Char-ac-ters (4)	Story (2)	Glos-sary (10)	Pur-poses (4)

CLEVELAND-SOUTHWEST DISTRICT
ST. LOUIS PUBLIC SCHOOLS
GROUP DIAGNOSTIC SKILL ANALYSIS SHEET

Date _____

Reading Level 8 _____ Primary Level _____

School _____ Room _____ Teacher _____

NAME Last	Initial	Context (10)	Relationships Time (5)	Relationships Size (5)	Analogous (5)	Story (2)	Details (8)	Glossary (10)	Purposes (5)

CLEVELAND-SOUTHWEST DISTRICT
ST. LOUIS PUBLIC SCHOOLS
GROUP DIAGNOSTIC SKILL ANALYSIS SHEET

Date _____

Reading Level 9 _____ Primary Level _____

School _____ Room _____ Teacher _____

NAME Last	Initial		Relationships		Critical Reading-Study Skills			
		Who (10)	Time-Place (5)	Time-Line (5)	Style Figura-tive (5)	Refer-ences Biblio (5)	Dic-tion-ary (10)	Other (10)

CLEVELAND-SOUTHWEST DISTRICT
ST. LOUIS PUBLIC SCHOOLS
GROUP DIAGNOSTIC SKILL ANALYSIS SHEET

Date _____

Reading Level 10 _____ Primary Level _____

School _____ Room _____ Teacher _____

NAME Last	Initial	Relationship: Cause Effect (5)	Relationship: Seq (4)	Relationship: Place (6)	Context: Semantics (5)	Context: Language (4)	Organization (4)	References (6)	Pronunciation (8)

CLEVELAND-SOUTHWEST DISTRICT
ST. LOUIS PUBLIC SCHOOLS
GROUP DIAGNOSTIC SKILL ANALYSIS SHEET

Date_____

Reading Level 11_____ Primary Level_____

School_____ Room_____ Teacher_____

NAME Last	Initial	Context (11)	Relationships Place (5)	Relationships Analogous (6)	Main Idea (5)	Organ-ization (8)	Reference (5)

CLEVELAND-SOUTHWEST DISTRICT
ST. LOUIS PUBLIC SCHOOLS
GROUP DIAGNOSTIC SKILL ANALYSIS SHEET

Date _____

Reading Level 12 _____ Primary Level _____

School _____ Room _____ Teacher _____

NAME Last	Initial	Con-text (6)	Relationship: Cause-Effect (4)	Relationship: Time Place (7)	Relationship: Analogous (3)	Pur-poses (8)	Story (4)	Main Idea Detail (6)	Organ-iza-tion (7)	Char-ac-ters (5)

APPENDIX VIII

Evaluation Materials Cleveland-Southwest District

1) Illustrations of Primary 3 Student Achievement

   a) Reading Comprehension 1973-1977 (Pilot and Non-Pilot Schools)

   b) Vocabulary 1973-1977 (Pilot and Non-Pilot Schools)

2) Primary 3 Reading Comprehension Average Scores by Reading Level Covered 1976-1977

3) Primary 3 Reading Comprehension Average Scores by Reading Level 1977-1978

4) Primary Reading Level Placement 1978-1979

5) Projected 1978-1979 Retentions, June 1978

6) Average Reading Gains of Matched Pupils

Illustration I shows that between 1973 and 1977 a reversal of the downward trend in grade 3 school average reading scores occurred in the pilot schools. This non-pilot schools' trend line showed a sharp decline during 1975-76 but showed pronounced improvement in 1976-77.

The sharp decline in non-pilot third grade reading comprehension achievement in 1975-76, coupled with the reversal in the pilot schools' achievement trend, resulted in an overall rank reversal between the two groups of schools. That is, from 1973 to 1975, non-pilot schools ranked above pilot schools in relative third grade reading achievement; beginning with 1976, and continuing to 1977, pilot schools ranked higher than did non-pilot schools. Non-pilot schools rejoined the superior position in 1977. (Non-pilot 1976 in program 1977).

Across the five-year period illustrated, an overall drop in achievement for non-pilot schools was evidenced, whereas pilot schools' achievement in 1977 was virtually equivalent to that of 1973. To illustrate, non-pilot schools dropped from a percentile rank of 68 in 1973 to 61 in 1977, whereas pilot schools showed percentile ranks of 53 for both 1973 and 1977 (percentile ranks for school averages, i.e., scores rounded to nearest month).

Illustration I

THIRD GRADE ITBS READING COMPREHENSION AVERAGES FOR PUPILS IN UNGRADED READING PILOT AND NONPILOT SCHOOLS IN THE CLEVELAND-SOUTHWEST DISTRICT, 1973-1977

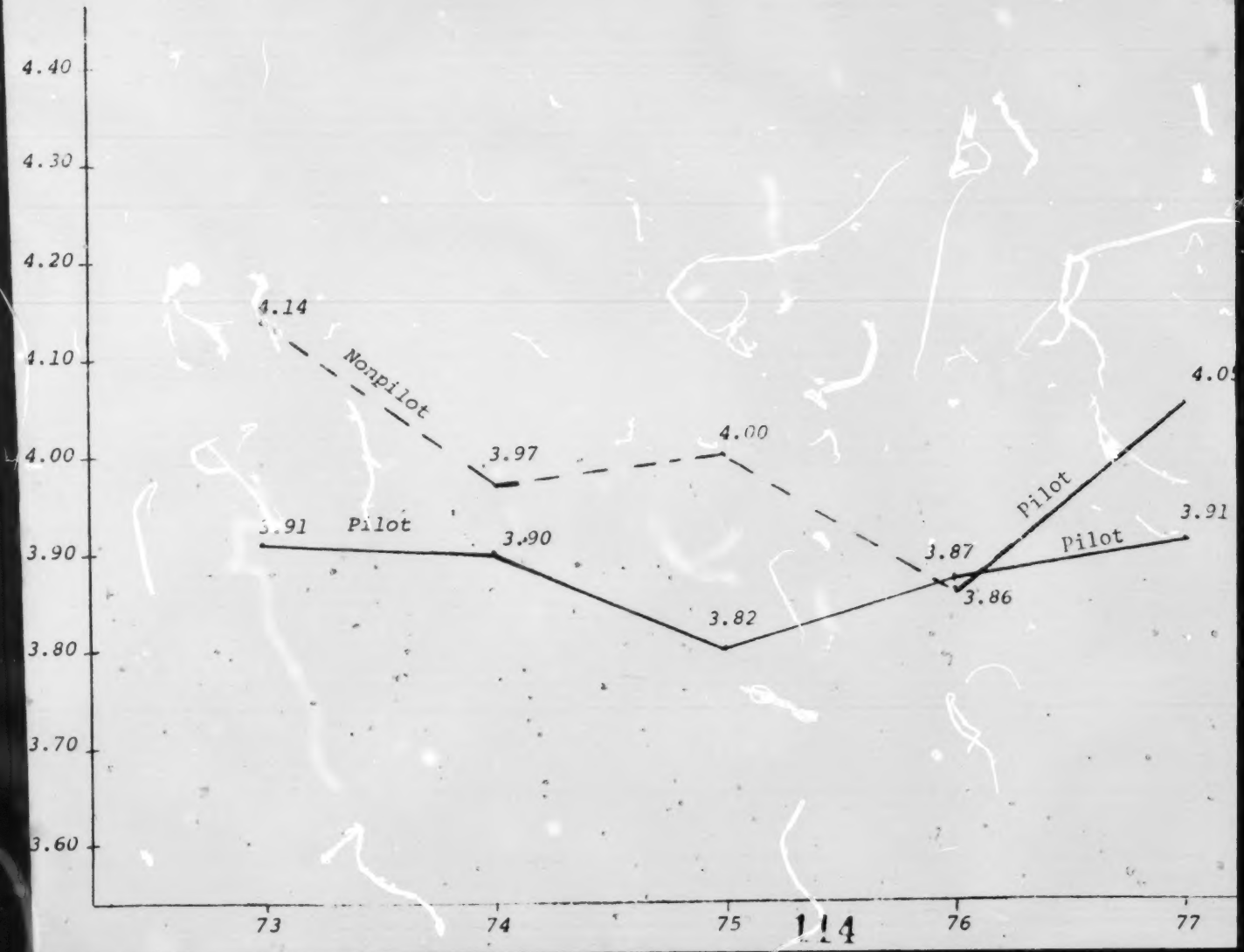
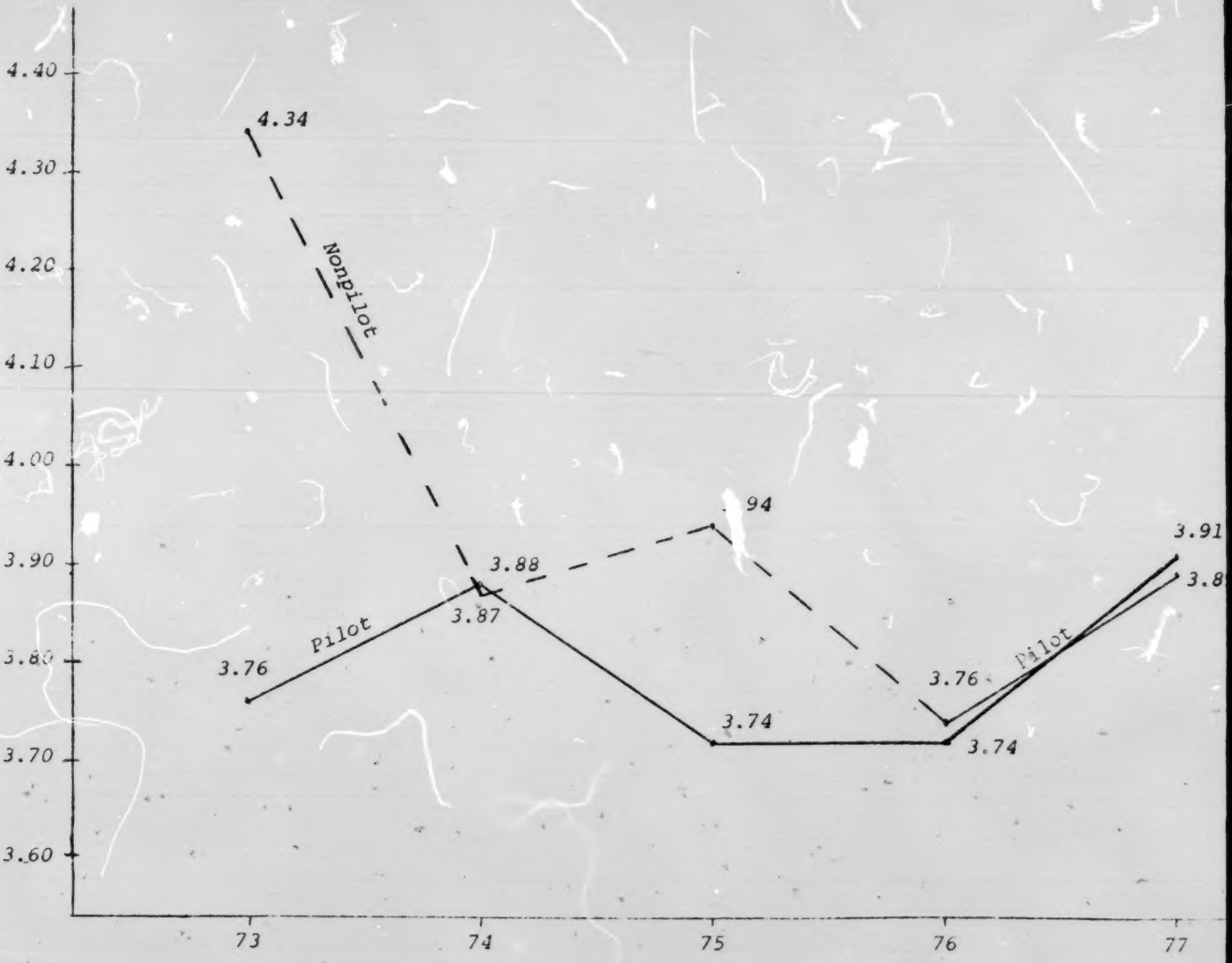


Illustration II

THIRD GRADE ITBS VOCABULARY AVERAGES FOR PUPILS IN UNGRADED READING PILOT AND NONPILOT SCHOOLS IN THE CLEVELAND-SOUTHWEST DISTRICT, 1973-77



Primary 3 Reading Comprehension Average Score by Reading Level Covered

1976-1977 Cleveland Southwest District

Reading Groups	Average Reading Score	Number	Number Below 3.5
3S-5S		17	11
3S-7S		3	3
4S-8S		2	2
5S-6S	2.68	2 51	2 37
5S-7S		4	4
5S-8S		16	10
5S-9S		2	1
8S-9S		5	4
7S-10S	3.47	39	31
9S-10S	3.36	6	3
8S-11S	3.59	32	17
9S-11S	3.79	21	7
7S-12S	3.63	3	2
8S-12S	3.83	26	11
9S-12S	4.35	419 595	64 172

3S 4S 5S 6S 7S 8S 9S 10S 11S 12S

Primary 3 Reading Comprehension Average Score by Reading Level Covered

Cleveland - Southwest District
1977-1978

Reading Groups	Average Reading Score	Number	Number Below 3.5
5S-6S			
5S-7S			
5S-8S			
5S-9S			
6S-6S	2.63	64	52
6S-7S			
6S-8S			
6S-9S			
7S-8S			
7S-9S			
8S-9S			
6S-10S			
7S-10S	2.97	11	8
8S-10S	3.00	28	19
9S-10S	3.30	13	8
8S-11S	3.54	21	7
9S-11S	3.75	34	16
8S-12S	4.19	22	5
10S-12S	4.23	12	3
11S-12S	4.41	6	0
9S-12S	4.36	343	61
		524	181

3S 4S 5S 6S 7S 8S 9S 10S 11S 12S

Projected Primary Level and Reading Level Placement

Cleveland-Southwest District
1978-1979

Level	Grades K	I	II	III	IV
	513				
1		54			
2		470			
3		57	10		
4			202		
5			422		
6			75	18	
7			36	39	4
8				152	
9				399	8
10				45	31
11				13	
12				15	71
13					355

3S 4S 5S 6S 7S 8S 9S 10S 11S 12S

Projected Retentions June 1978

Cleveland-Southwest District

Reading Level	Grades K	I	II	III	Total
1	9				9
2		37			37
3		53	5		58
4			25		25
5			38		38
6			29	7	36
7			28	4	32
8				26	26
9				22	22
10				25	25
11				13	13
12				3	3
13				1	1
	9	90	125	101	325

3S 4S 5S 6S 7S 8S 9S 10S 11S 12S

Average Gains of Matched Pupils, Primary 3, 1977 and Grade 4, 1978 by Levels Completed in Primary 3

Cleveland-Southwest District

N	Levels Completed in Primary 3	Average Gain Grade 4
3	3S-5S	1.20
2	3S-7S	1.10
7	5S-8S	1.40
2	5S-6S	.53
4	7S-12S	.80
16	8S-12S	1.10
3	8S-9S	.73
3	8S-10S	.33
18	8S-11S	.98
26	7S-10S	.85
15	9S-11S	.73
4	9S-10S	.83
2	4S-8S	2.05
250	9S-12S	1.02
		Average Gain 1.01

N=355

3S 4S 5S 6S 7S 8S 9S 10S 11S 12S